



UNIVERSITY OF MINNESOTA
TWIN CITIES

Department of Food Science and Nutrition
1334 Eckles Avenue
St. Paul, Minnesota 55108

June 1, 1987

President Kenneth H. Keller
202 Morrill Hall
Minneapolis Campus

Professor Ellen Berscheid
Chair, Faculty Consultative Committee
Department of Psychology
N309 Elliott Hall
Minneapolis Campus

Dear President Keller and Professor Berscheid:

Attached is the report of the Faculty Development Committee as requested in your letter of November 20, 1986 appointing this committee. We regret that we were not able to complete all the tasks you suggested for our committee (see our comments in the Introduction to the report), but we believe that the recommendations we have made are important ones and we hope they will receive timely attention from the Administration and the Faculty Governance System.

We have enjoyed our work, believing it to be important, and our lively committee discussions attested to the high degree of interest we had in our assignment. Of necessity we have left some important work unfinished, but we hope that the follow-up suggestions in Part IV of our report will be taken seriously.

With submission of this report we believe our committee assignment is completed as best we could complete it this year. We will consider ourselves disbanded as a committee, unless you tell us otherwise. We are quite willing, of course, to meet with groups who are reviewing the recommendations in our report.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Pat'.

Patricia B. Swan
Chair for the Faculty Development Committee

PBS:sw

Attachment

UNIVERSITY OF MINNESOTA

REPORT OF THE FACULTY DEVELOPMENT COMMITTEE

June 1, 1987

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INTRODUCTION

At the June 1986 meeting, the Faculty Senate approved a resolution that the administration and the Faculty Consultative Committee jointly appoint a small committee to develop a plan for faculty development over the next decade, consistent with the University's commitment to focus and its stated goal of becoming one of the best five public universities in the country. (The resolution is attached as Appendix Intro-A.) Subsequently, the President and the Chair of the Faculty Consultative Committee charged a committee with this task (Appendix Intro-B).

Content of the Report

The task assigned, if addressed comprehensively, would have required many more hours of committee members' time and more staff than was available. Because we were asked to recommend implementation, we concentrated on areas of concern which had been previously addressed by policy committees or other special committees and task forces. A comprehensive faculty development plan would be beneficial to the University because, through its tenure system, the University typically makes commitment to a faculty member for a long period of time, often the greater part of an academic career. To the extent that faculty members are able to realize their full academic and professional potential, the University will benefit. If a faculty member's professional performance and contributions fall short of potential, the University loses. A comprehensive development plan would need to take into consideration not only remuneration and appropriate review for that remuneration, but also the criteria whereby faculty performance is to be judged, the nature and amount of resources that will be used to support faculty work, the qualities of an environment that will encourage the best performance, and the opportunities the faculty will be given for improving teaching and research skills. Several aspects of such a comprehensive development plan are present at the University, but others have received little, or no, attention. In the report that follows, a salary plan is presented and certain aspects of fringe benefits are considered. The criteria for faculty evaluation have received recent attention in connection with the revision of the tenure code, and are not addressed in this report. The report contains several recommendations related to support of faculty work, but does not present a plan covering all aspects of support. Little attention has been given to the question as to how the University best promotes a productive environment for work. Some aspects of the quality of the work environment are addressed in Parts III and IV of the report, but it was not possible to make substantive recommendations due to the lack of background information and the limited previous attention to this problem by other faculty/administrative groups. This report recommends some changes (in availability of leaves and time for study projects) which are intended to increase opportunities for the faculty to enhance teaching and research skills.

Five areas of work were suggested in the Committee's charge. Part I of our report addresses area #1 (Appendix Intro-B) on faculty compensation. Part II addresses area #5 on sabbatical leaves and related concerns. Part III of our report addresses only some aspects of area #2 (general working support) and our report only indirectly addresses some aspects of areas 3 and 4 (academic environment, consulting and overload). The latter are areas of concern with which faculty committees have little collective experience. No pre-existing reports providing substantive information about these areas came to our

attention and virtually no data were available about consulting or scholarly interactions within and among academic units. Problems and concerns about the academic environment were addressed in the Merwin report but we did not see immediate ways that we could build on the several recommendations in that report which relate to the academic environment. Our lack of attention to these areas in no way reflects a lack of concern but, rather, it reflects a lack of time, information, and resources available to us. The diversity and complexity of the University and its faculty assure that an examination of the relationship of consulting to University programs and of all aspects of the academic environment supporting scholarship will be a major task in and of itself.

Process Used by the Committee

The Committee decided that a new faculty salary plan would take priority. We were pressed to review current policies governing faculty leaves and recent recommendations from SCFA concerning changes in those policies. These two issues (Parts I and II of the report) occupied most of the Committee's time when we met together. Items in Parts III and IV received our collective attention, but a few were reviewed only briefly.

To aid in getting general faculty input to the Committee, notices were put in BRIEF soliciting communication about ideas and concerns. Three interim reports were made to the Faculty Senate. We received several telephone calls and some letters and when they dealt with issues not addressed by our Committee, they were referred to another, more appropriate, faculty group.

Finally, the Chair wishes to commend this Committee for its hard work and good attention to the task we were given. Craig Swan and Bill Weiler produced the basis for Part I of the report; Harvey Keynes, supported by Betty Robinett, Mary Bilek and Judith Bennett, was responsible for the basis of Part II. David Hamilton, working with Bob Holt and Klavs Jensen, produced the basis for most of Part III, with Don Spring and Pat Swan contributing to certain aspects. Don Spring energetically served as liason to faculty affairs groups on the coordinate campuses. Judith Bennett, administrative assistant for the committee, worked more than half-time in ably gathering data, managing communication among committee members, representing the committee in communication with other individuals and groups in the University, and in writing a major portion of this report.

FACULTY DEVELOPMENT COMMITTEE
JUNE 1987

SUMMARY OF RECOMMENDATIONS

PART I. FACULTY SALARIES

Restoration of Purchasing Power

1. Progress toward the restoration of purchasing power by the fall of 1990 should be measured by reporting for each rank. If a single measure is necessary, it should be the simple average of experience of all ranks. (p. 1)
2. All official reports that include a calculation of the purchasing power of faculty salaries and compensation, such as the annual report of the Vice President for Academic Affairs, should use 1972-73 as a basis for comparison rather than a rolling base that changes each year. (p. 1)

Exchange of Salary Data

3. The University should work toward the goal of having data for all institution-wide salary exchanges prepared by the same office. The University should maintain a complete set of data definitions for each salary exchange. These definitions should be available in a single location and should include definitions for each year of the exchange. (p. 1)

Comparison Groups and New Salary Goals

4. A policy that continues to focus on purchasing power to the exclusion of our competitive position puts the quality of the University at risk. We recommend the goal of being at the average of the salaries for the top ten research institutions, as determined by quality ranking. Moreover, we recommend that we approach this goal by achieving annual salary increments of 2% above the average raise for these institutions. (p. 3)

PART II. FACULTY LEAVES AND STUDY PROJECTS

Flexible Sabbaticals

5. Set up a flexible sabbatical plan. A leave program which provides the maximum flexibility to colleges and departments to customize faculty leaves to their specific requirements is necessary. We recommend two new sabbatical options be added so that the following are available: one year at $\frac{1}{2}$ salary, two quarters at $\frac{3}{4}$ salary, one quarter at full salary. (p. 5)

Funding

6. We recommend that \$150,000 be budgeted in FY 88 to support the new sabbatical options. There are some units with tight staffing which make sabbatical options impossible without some financial help. (p. 6)

Single Quarter Leaves

7. Leave the Single Quarter Leave option as is. This is a successful competitive program, open to non-tenured as well as tenured faculty and we recommend that it be left in place. (p. 6)

Bush Sabbaticals

8. Retain, but reevaluate and restructure the Bush Sabbaticals. We recommend that the Bush guidelines be reexamined and clarified, and that the central process by which the Bush is awarded be reevaluated. Maintain the funding at 80% for a full year. (p. 6)

Faculty Study Projects

9. Endorse faculty study projects. We recognize and endorse the current system which allows units to make flexible arrangements with faculty members for short-term (one week to one quarter) projects. These arrangements need to be kept localized. The Provost should work with the Deans to establish any necessary University-wide guidelines for fairly administering these projects. (p. 7)

Merit Sabbaticals

10. Add 8-10 additional sabbaticals at 80% funding, for unrestricted proposals with merit. We recommend that the Provost provide \$150,000-175,000 in the FY 88 budget for these new sabbaticals. (p. 7)

Fringe Benefits

11. Provide fringe benefits and supplementary salary, if necessary, to winners of prestigious awards and competitions. A faculty members should not have to pay fringe benefits from an award, or suffer a salary loss in accepting it. (p. 7)

Summer Research Support

12. Provide additional summer research support for "B" appointments. We recommend that the FY 88 budget contain an additional \$100,000 for summer research support available through the Graduate School. The amount of summer research support has been eroding, and the number of awards has been decreasing. This situation should be remedied. (p. 7)

Development Professorships

13. Provide funding for Mid-Career Professorship to be used for the purpose of career development. (p. 7)

PART III. SUPPORT AND ASSISTANCE FOR FACULTY WORK

University Libraries

14. We recommend that the Provost take immediate action to reverse the decline in the quality of the University of Minnesota Libraries. (p. 8)
15. We recommend that faculty input to the Libraries be strengthened. (p. 9)

Computer Networking

16. We endorse, and urge implementation of the recommendations of the all University Committee for Network and Communications Planning. (Appendix III-A). (p. 10)

Grants Management

17. We recommend that \$200,000 be made available immediately to automate ORTTA in line with the recommendations of the study group, and further that \$30,000 per year be guaranteed for five years to cover service contracts on hardware and software. It should be further required that this activity be coordinated with the networking activity (#15 above) and with the move to automate purchasing and accounting (#20 below). (p. 10)

Faculty/Staff Ratios

18. We recommend that each unit be asked to identify the faculty/staff ratio which it considers necessary and practical for effective work. This ratio should be incorporated into planning goals, revised as needed, and consulted when any new hiring is proposed. (p. 10)

Training of Department Heads/Chairs

19. We recommend that the University prepare a Policies and Procedures Handbook for department heads to enable them to function efficiently in support of faculty and faculty initiatives. (p. 11)
20. We recommend that the Provost hold a periodic workshop to allow experienced and successful department heads/chairs to communicate what they have learned about (1) ways to manage civil service personnel policies and procedures; (2) counseling and support available for handling personnel problems encountered by faculty members; (3) effective deployment of financial resources; (4) counseling for career development and professional development of faculty members; and other similar areas of activity that support faculty work. (p. 11)

Purchasing and Accounting

21. We support completely the move to fully automate Purchasing and Accounting. However, it is essential that the move by ORTTA to automate go hand-in-hand so that there is not problem with compatibility. (p. 11)

Space Management

22. We support the recommendation of the Senate Research Committee that the Minnesota Facilities Model should be investigated in detail by faculty knowledgeable in model-building and alternatives that are acceptable to the faculty should be proposed if the MFM is found to be lacking. (p. 12)
23. We recommend that the Faculty Consultative Committee charge the Twin Cities members of the Senate Committee on Physical Plant and Space Allocation with the additional responsibility of reviewing facilities maintenance and urge them to submit a report. (p. 12)

Civil Service Policies and Faculty Programs

24. We recommend improved communication between the Senate Research Committee and the Faculty Affairs Committee and representatives of the Civil Service personnel system who, are aware of impending changes in leaves and compensation policies. (p. 12)

Faculty Work Loads

25. We recommend that summary data be provided to all departments for teaching (and advising of undergraduate and graduate students, if possible) loads in major departments across the University. These data should be updated annually or biennially and trends in the data should be highlighted from time to time. (p. 13)

Faculty Appointments

26. We recommend that the University take the position that the nine month (academic year) appointment is the normal faculty appointment unless the twelve month appointment is justified on the basis of the duties and responsibilities assigned to that faculty position. This justification must be made before the position is advertised. Payment of salary over 12 months and/or augmentation of salary from research funds should not be precluded by this recommendation. (p. 13)
27. We recommend that each college review the types of faculty positions within that college and establish guidelines for identifying those that should be twelve month appointments. This review should in no way involve the nature of an appointment held by an incumbent faculty member, as the terms of employment for an incumbent can only be changed by mutual consent. (p. 14)

PART I. FACULTY SALARIES

Restoration of Purchasing Power

Table 1 reports on progress under the current long-range salary plan as calculated by MPIS. Table 1 uses average faculty salaries for each year and shows a 95% restoration of 1972-73 purchasing power as of Fall 1986. Tables 2 and 3 report similar data for A and B appointments by rank. Tables 2 and 3 show less progress toward the restoration of purchasing power than Table 1. No single rank has adjusted salaries as high as 95% of their 1972-73 level. For most ranks, salaries in the fall of 1986 had recovered less than 90 percent of their 1972-73 purchasing power.

The recruitment and retention of faculty is vitally affected by our ability to be competitive at every rank. Changes in the composition of the faculty as it grows older result in data on average salaries that can significantly misrepresent progress toward the original salary goal.

1. **Recommendation:** Progress toward the restoration of purchasing power by the fall of 1990 should be measured by reporting for each rank. If a single measure is necessary, it should be the simple average of experience of all ranks.
2. **Recommendation:** All official reports that include a calculation of the purchasing power of faculty salaries and compensation, such as the annual report of the Vice President for Academic Affairs, should use 1972-73 as a basis for comparison rather than a rolling base that changes each year.

Exchange of Salary Data

The University participates in a number of salary exchanges (see Appendix 1-A). Different surveys can report different average salaries as surveys differ in their coverage of important items, including the following:

- Twin cities campus or entire system?
- clinical/professional faculty included or excluded?
- data for A and B appointments reported separately or combined? if combined how? 9/11ths or some other adjustment factor?
- part time faculty included or excluded?

3. **Recommendation:** The University should work toward the goal of having data for all institution-wide salary exchanges prepared by the same office. The University should maintain a complete set of data definitions for each salary exchange. These definitions should be available in a single location and should include definitions for each year of the exchange.

Comparison Groups and New Salary Goals

Several specific comparisons of Minnesota salaries have been made with those of other institutions.

The University has traditionally compared salaries and compensation to that of other Big Ten universities. Tables 4.1, 4.2 and 4.3 report on these comparisons. With the exception of 9-10 month assistant professors and 10-12 month professors, there is little trend in Minnesota's ranking within public Big Ten universities although the reduction in most rankings in 1986-87 is of

concern. The most noticeable trend is the deterioration in the ranking of Minnesota fringe benefits percentages since the early 1980's. Complacency on the basis of these rankings, however, is not warranted. As discussed below, there is good reason to suspect that comparisons restricted to the Big Ten are becoming less and less relevant as Minnesota strives for a place of prominence among research universities across the country.

Tables 5.1 and 5.2 show the percent increase from 1972 to 1985 in faculty salaries for Big Ten institutions as compared to the percent increase in the real per capita income for the state in which each institution is located. The State of Minnesota has experienced better growth in per capita income than any of the other midwestern states in this comparison. Faculty salaries, however, have declined and the resulting difference between the rate of growth in the state's per capita income and the decline in faculty salaries is the second largest difference in the Big Ten. That is, faculty salaries in Minnesota have greatly lagged behind the average growth in per capita income for the state.

It is clear that our competition for faculty is not restricted to the Big Ten. Data on retentions and resignations are indicative of the national competition that we face. A study by Academic Affairs of resignations over the period 1977-82 shows that, of 99 resignations across the University to accept positions at other universities, only 9 involved a move to another university within the Big Ten and only 23 involved universities in the midwest, including the Big Ten. Almost half of the resignations involved universities in the south and west. A more recent study showed that, over the last five years in the College of Liberal Arts, job offers to Minnesota faculty from 78 universities have been brought to the attention of the CLA Dean's Office. Of these 78 offers, only 12 were from the Big Ten. Seventeen offers were from the universities in the midwest, including the Big Ten. Thirty-six offers, or 46 percent, were from universities in the south and west. The remaining 25 offers were from other universities, predominantly the east and foreign universities.

Figures 1 and 2 use AAUP data to report on salary and compensation comparisons for the following 30 top research universities and the Big Ten.

Berkeley	Columbia	UC San Diego
Harvard	Cornell	Indiana
Stanford	Illinois	NYU
Yale	U of Pennsylvania	Rockefeller
MIT	Cal Tech	Brown
Princeton	Minnesota	Purdue
U of Chicago	Texas	Duke
UCLA	North Carolina	Virginia
Michigan	Northwestern	Carnegie-Mellon
Wisconsin	U of Washington	Johns Hopkins

We attempted to collect data for the 31 top (based on a national quality ranking) research universities identified in the "Report of the Task Force on the Quality of Graduate Education and Research" and all Big Ten universities not included in the group of 31 universities. Data are reported in various issues of the AAUP Bulletin and Academe. We were forced to drop CUNY due to a lack of data. Other details of data analysis are described in Appendix I-B.

AAUP data were used instead of data from the American Association of Universities Data Exchange (AAUDE) because of the longer time span and more continuous coverage for most schools. As the number of universities participating in the AAUDE increases it may be feasible to monitor the trends we have identified with AAUDE data.

Figures 1 and 2 show similar trends. Minnesota salaries and compensation relative to the Big Ten vary somewhat, but without much trend. However, as seen in all figures, the position of the Big Ten relative to top ranked research universities nationally, and thus the positions of Minnesota relative to this same national group of research universities, shows a decided downward trend. It appears that we are holding our own on a slowly sinking ship. Concern about ranking within the Big Ten may be likened to rearranging the deck chairs on the Titanic.

If these trends reflect the economic fortunes and misfortunes of the midwest since the late 1970s, the prospects for the future may be grim indeed. Adverse impacts on industrial and agricultural output may have jeopardized the ability of midwestern states to support research universities of the first rank. Unless relative trends in faculty salaries and other forms of support for teaching and research are reversed, the quality of universities in the midwest will slowly come into equilibrium with available funding. The often articulated view that our future lies in the development of human resources must be followed by action that sustains and enhances the quality of university faculty.

It is interesting to note that, in general, comparisons for assistant professors show the highest ratios vis-a-vis all comparison groups while comparisons for professors show the lowest ratios. Hiring assistant professors is especially competitive. Salaries at Minnesota must be attractive relative to other universities if we are to be successful. However, it appears that as individuals advance in rank, they pay a significant price in terms of reduced salary and compensation for their loyalty to Minnesota. Unless reversed, the downward trend in salaries and compensation relative to other major research universities will make it easy for others to lure faculty away from Minnesota. It is important to remember that the deterioration of our competitive position has continued during the period of the long-range salary plan. While Minnesota has made some progress toward restoration of earlier purchasing power, we have lost ground relative to other universities. A policy that continues to focus on purchasing power to the exclusion of our competitive position puts the quality of the University at risk.

Table 6 shows what additional increment in faculty salaries would be necessary to increase faculty salaries to the average of the top ten research universities and the top five public research universities within a designated number of years. These are additional increments in the sense that Minnesota must receive these increases in addition to increases that maintain pace with the average increase at other universities. The shorter the time period in which we expect to catch up with our competition, the higher are the necessary additional increments.

4. Recommendation: We recommend the goal of being at the average of the salaries for the top ten research institutions, as determined by quality ranking. Moreover, we recommend that we approach this goal by achieving annual salary increments of 2% above the average raise for these institutions.

Fringe Benefits

Fringe benefits packages at Minnesota have traditionally been among the best in the Big Ten, however, as seen in Table 4.3, the relative position of Minnesota within the Big Ten appears to have slipped somewhat in recent years. This decline in funding for fringe benefits is worrisome as Minnesota has traditionally been more competitive in terms of total compensation (salary plus fringe benefits) than in terms of salary alone. Figure 2 shows the

deterioration relative to other universities in total compensation, in the same format as the salary comparison in Figure 1. (Compensation data are restricted to the overall dollar funding for fringe benefits, including social security taxes, rather than the make up of specific benefits.) Other aspects of fringe benefits for faculty are addressed in Part IV.

PART II. FACULTY LEAVES AND STUDY PROJECTS

The availability of leaves for the purpose of professional enhancement and renewal is a vital component of faculty development. Most faculty members are interested in using leaves, but due to their very different professional activities and their time demands and commitments, their use of the existing leave structure varies considerably. All units underuse leaves, some more seriously than others. Looking at the University as a whole, Regents' policy provides that 13% of faculty time be allocated to development through leaves. In reality the faculty is currently able to use only 1/3 of that time (Appendix II-A, pp. 6-7).

Previous reports have addressed the problems of the inability of faculty to use the existing leave structure. Recommendations 2 and 3 in the Merwin report (1984) addressed the problem of leaves, and on June 2, 1986, SCFA forwarded recommendations on revising the leave system to the Acting Vice President for Academic Affairs. The Faculty Development Committee used these reports as a starting point for making recommendations regarding changes and their implementation.

This report proposes a revised leave policy that takes into account the existent and legitimately different professional needs of the faculty. We believe it is a proposal which will enable more faculty members at the University to use leave time for professional growth and development, as allowed by Regents' policy.

Background (see Appendix II-A for data and analysis of the leave system)

There is a formal leave system at the University of Minnesota. Its main components are a sabbatical year at one-half pay, a competitive single quarter leave limited to 4% of the faculty, a very limited number of Bush sabbaticals tied to undergraduate education, and leaves without pay.

The sabbatical leave system is underutilized. Although most faculty members want to use leaves, some cannot because their work cannot be done elsewhere for a year. In many cases they cannot leave graduate students or ongoing laboratory research. Others cannot uproot working spouses or teenaged children. In some fields very few grants are available to supplement the half-salary allocation. In some departments faculty cannot be spared because of lack of resources.

The use of the existent leave system differs greatly by collegiate unit. 61% of eligible CLA faculty have used sabbaticals in the past 5 years compared to 16% Ag faculty and 33% of IT (Appendix II-A, pp. 2-3). Internal conditions in these units greatly limit the usefulness of the one year, one-half salary sabbatical for many of their faculty. Different kinds of sabbatical arrangements are needed.

The most widely used part of the formal leave system is the Single Quarter Leave. Because it is fully funded, and involves a short period of time, most (but not all) collegiate units currently fill their 4% quota. Single quarter arrangements appear to be flexible and useable (Appendix II-A, pp. 3-4, 7).

The use of the Bush Sabbaticals is heavily skewed. Approximately 70% of Bush awards have gone to liberal arts faculty. The current guidelines, their implementation, and the central review process, and the difference in rate of application from units, appear to contribute to the skewed pattern of the awards (Appendix II-A, p. 4).

A host of informal, and varied study arrangements, at this and other locations, have grown up to provide for scholarly development. They meet the needs of the faculty which have not been met by the existent formal leave system. These study arrangements are informal, flexible, and internally arranged, most often at the department level. Some collegiate units use them regularly, others do not allow them. Therefore, access to these leaves is not equally available to all faculty.

When compared to other universities (the Big Ten and 17 AAUDE schools) the University of Minnesota ranks below the median in the variety and generosity of sabbaticals available to its faculty. In half the schools surveyed, one semester, or one quarter, at full pay is offered as an alternative to one year at half salary (Appendix II-B).

Principles

In light of the data we have collected on the use of leaves at the University of Minnesota, a leave program which provides the maximum flexibility to colleges and departments to customize faculty leaves to their specific requirements seems most desirable.

To the extent possible, decisions about leaves should be localized within the departments and colleges. After establishment of university-wide general guidelines to assure consistency and equal access, the colleges and units should be responsible for making decisions about leaves.

5. Recommendations: A Flexible Sabbatical Plan - A leave program which provides the maximum flexibility to colleges and departments to customize faculty leaves to their specific requirements is necessary. We recommend that two new sabbatical options be added so that the following are available: 1 year at 1/2 salary, 2 quarters at 3/4 salary, 1 quarter at full salary.

Implementation of the Flexible Sabbatical Plan

Timing. We recommend that these new options be phased in over the next 2-3 years, under guidelines worked out between the deans and the provost.

Planning. Careful planning ahead by departments will be essential for the success of this program. We believe on the basis of evidence available to us that the single quarter sabbatical option can be managed by most departments with sufficient advance notice.

Early deadlines for leave applications may be necessary to enable departments and colleges to manage their resources.

Guidelines. The committee does not view the two new forms of sabbatical as a "right", but rather a privilege for which a faculty member becomes eligible after six full years of service. The actual awarding of a leave is contingent upon the submission of an acceptable plan and the approval of the department chair, college dean, the provost and the Regents.

The two new options should be structured by central guidelines to be administered by collegiate units and departments.

Sabbatical plans should be clear and well developed.

The approval process (department chair, college, central administration, and Regents) is already in place.

Approved sabbatical leaves should not adversely affect a faculty member's promotion or salary increases.

Location. Faculty are able to take sabbaticals at the University of Minnesota when this is appropriate to the goals of the leave. This option already exists, but may not be widely understood.

6. Provide \$150,000 Funding for New Sabbatical Options

We recommend that up to \$150,000 (of new money) be budgeted annually starting in FY '88 be made available to support the new sabbatical options. There are some departments and units (e.g., Morris) with tight staffing which make sabbatical options very difficult without some financial help for supplementary staffing.

This money should be made available only when there is a strong case made for the need for supplementary staffing. As stated above, the committee feels that in most cases these options can be managed without additional financial resources with careful advanced planning by units.

7. Leave the Single Quarter Leave Option As Is

This is a successful, competitive program and we recommend that it be left in place. The approximately 125 quarter leaves available each year make an important contribution to development of faculty research and teaching programs. Eligibility of non-tenured faculty for these leaves is an especially good feature.

8. Retain, but Reevaluate and Restructure the Bush Sabbaticals

The University has a commitment to continue funding the Bush Sabbaticals at 80%. Because of the uneven use of these leaves we recommend:

- (a) Reexamination and clarification of the guidelines under which the Bush is awarded. All levels and types of undergraduate experience should be covered.
- (b) Reexamination of the central review process by which the Bush is awarded. Informed peer review is difficult with a central committee. The experience of the Graduate School in reviewing research proposals should be considered as one possible model for review of sabbatical leave proposals.

- (c) Maintenance of the funding level of 80% of salary for a full year. This will encourage faculty members to seek some supplementary funding for their work.

9. Endorse Faculty Study Projects

We recognize and endorse the current system which allows units to make flexible arrangements with individual faculty members for short term faculty study projects that run between one week and one quarter in length. These projects can occupy a faculty member's full time, at Minnesota or elsewhere. Department and college approval should be required. These arrangements, which are to be used to further the work of the University, need to be kept localized. The Provost should work with the Deans to establish any necessary University-wide guidelines for fairly administering these projects.

10. Add 8-10 Additional Sabbaticals at 80% Funding for Unrestricted Proposals with Merit. Provide \$150-175,000 in New Funding

We recommend that the Provost provide \$150-175,000 in the FY '88 budget for 8-10 new sabbaticals which are not tied to any particular aspect of research or teaching, but are based solely on the merit of the proposal. These leaves should be funded at 80% of salary for a year, as are the Bush Sabbaticals. Moreover, we recommend that an existing committee, such as the Graduate School review committee for summer research appointments could review these. Finally, the experience with these leaves should be evaluated after three years and compared to that with the Bush with the goal of improving both programs.

11. Provide Fringe Benefits, and Supplementary Salary if Necessary, to Winners of Prestigious Awards and Competitions

Some awards (i.e., Guggenheims) do not provide full salary, or fringe benefits. A faculty member who receives a distinguished award in a non-sabbatical year should not have to pay fringe benefits from the grant, or suffer a salary loss in accepting it. This provision would not apply to someone employed by another institution, supported by another source of funding, or on personal leave.

12. Provide Additional Summer Research Support for "B" Appointments

We recommend that the FY '88 budget contain an additional \$100,000 for summer research support available through the Graduate School. The amount of summer support has been eroding over the years and the number of awards has been decreasing. This situation should be remedied.

13. Provide Funding for 8-10 Mid-Career Professorships

We endorse the idea of providing funding for a small number of mid-career professorships, intended to enhance the development of a faculty member's career at this stage. These professorships should include salary and research support and could be funded from general University funds, or private funds obtained for this purpose, both both. They might be awarded for two to three years. Similar funding is available through the McKnight Professorships for faculty members in the early years of their development. We note that there is evidence that faculty member's often run into career development difficulties in mid-career, e.g., just after they are appointed to the rank of professor. We believe that a

few professorships, competitively available and, perhaps, the availability of special leave time for those awarded these professorships, could have a strongly beneficial effect on the careers of certain-faculty members.

PART III. SUPPORT AND ASSISTANCE FOR FACULTY WORK

University Libraries

No service provided by the University is of more importance in the support of faculty scholarship than the University Libraries. Yet the relative quality of the University of Minnesota Libraries has been declining over the past several decades. Among public universities in 1945, Minnesota ranked second only to Illinois in the size of the libraries' collection and in expenditures for collection development. Today Minnesota ranks ninth in size and 13th among this group in expenditures.

The decline of the University of Minnesota Libraries has not gone unnoticed. The Senate Library Committee has regularly commented on the decline, or some aspect of the underlying problems, for the past several years. Special committees and task forces, with increasing frequency, have expressed their concern. A report in 1980 (the Sorauf Report), written by a select committee asked to review the libraries' situation, made several recommendations which were based, in part, on comparisons to two other major research universities. Despite this, central administrative officers have failed to take the actions necessary to turn the Libraries around and start them on the road to recovery.

14. Recommendation: We recommend that the Provost take immediate action to reverse the decline in the quality of the University of Minnesota Libraries. In so doing, we ask him to also consider the following views.

- (a) We believe that the Senate Library Committee recommendation to give a single central academic officer clear responsibility for overseeing the libraries has merit. It is easy for the Libraries to become isolated from academic planning and budgeting if no central academic officer takes responsibility for communication with them and for representing their case within central decision-making groups.
- (b) Several reports refer to personnel problems within the Libraries. Some aspects of these problems have been identified and the Provost should take steps to remedy them. It seems to us that the quality of personnel in all managerial positions within the Libraries needs to be assessed and where changes are warranted, these changes should be made immediately. Moreover, decisions as to the size of the personnel force to be maintained and the cost of that force seem to be in need of special administrative attention (see the Sorauf report).
- (c) We hope the Libraries will receive strong attention within the current planning process. We believe it would help if one individual from the Libraries had clear responsibility for representing the long-term role of the Libraries within University planning.

We also believe that immediate attention should be given to the need for planning future space for Libraries.

- (a) Current plans include the addition of some space on the lower floor in Wilson and remodeling in Walter, but these changes will not take care of long-range needs. There appears to be no systematic planning for the long-term space needs. No alternative plans for meeting these needs have been presented to the Senate Library Committee, yet they have been told that new space, or a different way of storing the collection, will be required within ten years. A committee of experts from space planning and the Libraries might be established to identify alternatives for meeting these future needs.
- (b) Many of the alternatives that will be identified in planning for new library space will greatly affect the scholarly work of the faculty. It is imperative that as the University develops alternative strategies for meeting space needs, faculty members identify the effects of these strategies on their work, so that these effects can have proper weight in decisions as to which alternative will be implemented. For example, the use of compact shelving for the collection, or the use of remote storage, will be part of some of the alternatives identified. Both of these solutions will greatly influence the way that students and faculty use the Libraries. It is likely that some types of scholarship would be more influenced than others. This kind of information will need to come, in part, from the faculty. Similarly, the location of any newly constructed space will be of concern to the faculty.
- (c) Space for students to study is not adequate, so much of the use of library work space on the East and West Banks of the Twin Cities campus is devoted to study not involving the use of library materials. Immediate attention should be given to provision of student study space so that users of the Libraries can have access to work space. (See report of implementation committee working on issues in undergraduate education.)

15. **Recommendation:** We recommend that faculty input to the Libraries be strengthened.

- (a) A committee of faculty "users" has been established to meet with the Director of each major library unit on a regular basis. It is the responsibility of the library to see that such meetings occur and that faculty input is obtained.
- (b) The Senate Library Committee should be made smaller and should advise the Senate and the top library officer on matters of policy. Implementation matters should be the concern of the users committees and the Libraries. The Senate Library Committee should be comprised of a small group of scholars who view the Libraries from a campus-wide perspective, not from the perspective of user of any particular portion of the Libraries.
- (c) The alternative, chosen by some universities, of having a well-known scholar and faculty member act as the University Librarian and reporting directly to the Provost should be considered by the Provost as he takes steps to improve the Libraries.

Computer Networking

Associate Vice President Rama Murthy has appointed a major committee, headed by Russell Hobbie, to deal with this specific issue. This issue is being extensively studied by a group of highly competent experts in the field. The draft recommendations from that committee are appended.

16. Recommendation: We endorse, and urge implementation of the recommendations of the All University Committee for Network and Communications Planning (see Appendix III-A).

Grants Management

This function is one of the most important at a major research university and it should run smoothly and efficiently. A thorough study on automation has been done by ORTTA, but their request for non-recurring funds to implement their plans was not granted. Clearly the importance of computerization to ORTTA and to the University in general has not been appreciated. This lack of understanding is very distressing and must be brought to the attention of responsible individuals in Morrill Hall!

17. Recommendation: That \$200,000 be made available immediately to automate ORTTA in line with the recommendations of the study group, and further that \$30,000 per year be guaranteed for five years to cover service contracts on hardware and software. It should be further required that this activity be coordinated with the networking activity referenced above and with the move to automate purchasing and accounting mentioned below.

Faculty/Staff Ratios

In spite of the extensive database generated in the Provost's office, it is difficult to get a firm idea about the situation with respect to actual faculty/staff ratios. It is clear from initial analysis that the ratio varies from unit to unit as well as within units. It is also clear that the needs vary widely, although it is probable that needs do not co-vary with the actual allocations. Some data are available but actual needs must be assessed department by department.

18. Recommendation: We recommend that each unit be asked to identify the faculty/staff ratio which it considers necessary and practical for effective work. This ratio should be incorporated into planning goals, revised as needed, and consulted when any new hiring is proposed.

A form should be developed to aid in definition of needs. It is extremely important that procedures be developed so that in economically depressed times, when retrenchment threatens, faculty support is factored into the decision process.

Training of Department Heads/Chairs

A major function of department heads/chairs should be to implement faculty potential and support faculty excellence. To enable heads/chairs to function efficiently it is important that they know the "rules of the game." This is such an obvious problem that it really needs no discussion, but it has been overlooked in the University. It is probable that a handbook containing descriptions of the most used policies and procedures would be helpful. The closest thing to such a handbook is that prepared by the Graduate School for DGSs. It could be used as a model.

19. Recommendation: That the University prepare a Policies and Procedures Handbook for department heads to enable them to function efficiently in support of faculty and faculty initiatives.

20. Recommendation: That the Provost hold a periodic workshop to allow experienced and successful department heads/chairs to communicate what they have learned about (1) ways to manage civil service personnel policies and procedures; (2) counseling and support available for handling personal problems encountered by faculty members; (3) effective deployment of financial resources; (4) counseling for career development and professional development of faculty members; and other similar areas of activity that support faculty work.

Purchasing and Accounting

Purchasing processed 112,100 purchase order last year, and accounting processed over 1,000,000 documents. Almost all of these transactions were done by hand in an entity that has a yearly cash flow in excess of \$1,000,000,000. We believe there is no other such entity in the world that operates by hand labor! Luckily, the people involved recognize the problem and are proceeding to design change through Strategy for Focus. Both Purchasing and Accounting have put automation as a very high priority for the future. Such things as CRT entry into forms with automatic update and encumbrance are absolutely essential for efficient management and will aid faculty immensely in the area of grants accounting. Reducing paper flow by 50% will result in enormous savings!

21. Recommendations: We support completely the move to fully automate Purchasing and Accounting. However, it is essential that the move by ORTTA to automate go hand-in-hand so that there is no problem with compatibility.

Space Management

Overall space management in the University is done using the Minnesota Facilities Model. Central administration views this as a valuable tool in space management (see Strategy for Focus document from the planning office), but we have been told that faculty who have looked into the model universally decry it. The charge is that it is a pseudo-model that needs either to be changed drastically or done away with.

The model is constructed using the following variables.

- (a) Numbers of people at a specific moment in time (these are total numbers in a laboratory, department or other unit).
- (b) A multiplier factor that varies with the supposed space needs of the individual.

Thus, a laboratory with one faculty member (350 ASF), one postdoctoral fellow (350 ASF), one technician (300 ASF) and one graduate student (300 ASF) would need 1300 ASF to carry out its work on or about April 10, 1987 (the ASF figures are arbitrary). If the department had ten of these laboratories, then it would need 13,000 ASF of research and office space. On July 1, 1987, however, let us suppose that each faculty member received a second grant, which doubled his/her personnel. The needs now would be 2250 ASF per faculty, or 22,500 ASF for the department. The seesaw will continue indefinitely and illustrates the point that the "model" can only be used with very large aggregates (such as universities) which have relatively stable populations and not with smaller units where the day to day census may vary over short time periods by as much as

50%! Unfortunately, we are told that some senior level administrators do not understand the limitations of the model and try to use it for day to day space management in departments.

22. Recommendations: We support the recommendation of the Senate Research Committee that the Minnesota Facilities Model should be investigated in detail by faculty knowledgeable in model-building and alternatives that are acceptable to the faculty should be proposed if the MFM is found to be lacking.

Facilities Planning and Maintenance

There has been no systematic study of the quality of facilities at the University, at least within the last decade. Data that are available are anecdotal "horror" stories from faculty and students, and ad hoc studies by special groups for specific purposes (such as the report by the Ad Hoc Preplanning Committee for Renovation of JOML and consultant's reports (see Appendix III-B). In addition there has been a large number of what can be interpreted as random studies addressing specific issues with little central focus (see Appendix III-C).

A separate issue relates to facilities maintenance. Again, there appears to have been no systematic study in this area, although a large number of "horror" stories can be accumulated. This clearly has fallen through the cracks in administration and must be highlighted. Faculty members are expressing increasing concern about dirty classrooms, chalkboards that have accumulated a week's worth of dust, and the presence of accumulated trash and dirt in the areas where they must carry out teaching programs.

23. Recommendation: We recommend that the Faculty Consultative Committee specifically charge the Twin Cities members of the Senate Committee on Physical Plant and Space Allocation with the additional responsibility of reviewing facilities maintenance as well urging them to report on their perception of the adequacy of space planning on the Twin Cities campus.

Civil Service Policies and Faculty Programs

Compensation and leave policies that apply to technical and clerical staff in the civil service system often have strong influence on the management by faculty members of their research and, to some extent, teaching programs. When unexpected pay increases and extended leaves occur, funding of research and its execution can be disrupted (see Appendix III-D). If a civil service employee takes a new position in another department, the previous employer is required to transfer funds to the new one to cover earned leaves that haven't been taken. Occasionally these require excessive amounts of funds and often the faculty member whose research budget is involved had no previous warning about this requirement.

24. Recommendation: We recommend improved communication between the Senate Research Committee and the Faculty Affairs Committee and representatives of the Civil Service personnel system who are aware of impending changes in leaves and compensation policies.

Faculty Work-Loads

Increasing concern is being expressed within the University community about the apparent unevenness of teaching and advising responsibilities assigned to faculty members in different units. We have examined some of the available data on classroom contact hours and the associated student credit hours and we also observe apparent large differences. Many factors contribute to these differences and we do not have any way to judge these factors for a given situation. For example, certain courses require much more preparation and/or reading of tests and assignments than do others. No central committee can measure such factors. Instead, faculty members in each unit must make those determinations. Currently, they do so with an awareness of the historical pattern of teaching and advising in their own department and, usually, in peer departments around the country. Sometimes they are aware of teaching and advising loads in closely related departments at Minnesota. We believe that a greater awareness of faculty work-loads across the University would better inform decisions about such activities within a single department.

25. Recommendation: We recommend that summary data be provided to all departments for teaching (and advising of undergraduate and graduate students, if possible) loads in major departments across the University. These data should be updated annually or biennially and trends in the data should be highlighted from time to time.

Faculty Appointments

Clarification of the University's policy regarding the term of faculty tenure appointments would be helpful to long-term planning of faculty programs. Currently about one-half of the faculty has a traditional nine months, or academic year, appointment without annual leave. The other half of the faculty has a fiscal year appointment with 22 days of annual leave. In discussing these appointments with faculty members and administrators we found varying points of view. Many faculty members who have academic year appointments prefer them to a fiscal year appointment due to the flexible time available in the summer months and, sometimes, because they are able to significantly augment their salaries from research grants or other professional activities during this time. Often administrators have mixed feeling about these sometimes extra-University professional activities as they may, on the one hand, contribute to the recognition and prestige of University programs but may, on the other hand, draw the faculty member's attention and energies away from University programs. Most faculty members who are on full-year appointments are carrying out research, clinical, or administrative activities that require year-round attention. Such is not always the case, however, giving rise to questions and frustration on the part of faculty members and administrators alike about the apparent ambiguities and inconsistencies in deciding that an appointment should be tenured for 9 or 12 months.

26. Recommendation: We recommend that the University take the position that the nine months (academic year) appointment is the normal faculty tenure appointment unless the twelve month appointment is justified on the basis of the duties and responsibilities assigned to that faculty position. This justification must be made at the time the position is advertised. Payment of salary over 12 months and/or augmentation of salary from research funds should not be precluded by this recommendation.

27. Recommendation: We recommend that each college review the types of faculty positions within that college and establish guidelines for identifying those that should be twelve month appointments. This review should in no way involve the nature of an appointment held by an incumbent faculty member, as the terms of employment for an incumbent can only be changed by mutual consent.

PART IV. FUTURE CONSIDERATIONS

Several areas of concern were brought to our attention about which we could make no immediate recommendations. We have collected these into this section and are suggesting the sort of follow-up we believe should occur.

Distribution of Faculty Salaries

Currently the Provost consults with the Senate Committee on Faculty Affairs for advice on the distribution of resources available for increasing faculty salaries, particularly the annual raises. This process seems to be working well, but enough concerns have been brought to our attention to cause us to believe SCFA will receive increasing pressures from faculty members who differ in the values and principles they hold regarding distribution of salary increases. It seems to us that SCFA will need to have better data, than currently available, on the effects of past policies on various sub-groups of the faculty, including those on a "fast-track" and those on the "slow-track." We hope SCFA will monitor this situation carefully and that the Provost will cooperate in providing SCFA the evaluative data they need.

In addition to monitoring effects of our current mode of salary distribution, we urge that SCFA examine the type of faculty salary system used by the University of California as a possible model for a new plan for salary distribution at Minnesota. Under the California plan, a faculty member is assigned a "step" within the pay range for each academic rank. To advance in step, as well as academic rank, a faculty member must successfully undergo a review of performance. Across the board salary increases, on the other hand, are applied to each step and, thus, automatically to each individual who is at that step. This results in the process for awarding merit increases (advancement in steps) being clearly separated from the process of applying increases that are in recognition of the effects of inflation. Review of the California plan should pay special attention to its flexibility that permits above scale and off scale responses to special circumstances.

Fringe Benefits

New changes in the tax laws have resulted in some uncertainties about conditions affecting many types of fringe benefits, as well as the faculty retirement plan. Due to the uncertainties, we attempted no review of specific fringe benefits this spring. We believe, however, that this is an important area of issues and that SCFA is working diligently on them. We hope they will continue to do so, with the full support of the Provost's office. Some specific concerns follow:

- (a) Cafeteria plan. A number of individuals have urged the adoption of a cafeteria plan of fringe benefits. Under a cafeteria plan individuals would have a fringe benefit budget that they could spend on a menu of possible benefits. Individuals could choose different bundles of benefits. Issues to be considered when evaluating the desirability of a cafeteria plan include:

- tax status of benefits under a cafeteria plan.
 - cost of a cafeteria plan. As individuals choose benefits that provide them the most benefit, experience rating of insurance related benefits may deteriorate raising the cost of specific benefits.
- (b) Mandated changes. Current federal law calls for employers to develop similar benefit packages for all employees. It is expected that all universities will be affected by this requirement. The impact of these changes on faculty benefits at Minnesota needs to be closely monitored. Faculty should be involved in the development of proposals required under current law not just asked to review and comment on already developed proposals.
- (c) Professional expenses. Heretofore it has been possible for faculty members to subscribe to professional journals, purchase reference books, and attend professional meetings, deducting these expenses from the income on which they pay taxes. Tax law changes will now exclude many of these expenses from deductions. It would be helpful to faculty if the Provost and SCFA could monitor the effects of these changes and ascertain whether or not funds for some additional expenses in these categories should be provided through the University.

Faculty Committee Assignments

We note that the Merwin report referred to studies indicating that Minnesota faculty members are frustrated over the number of committee assignments they hold and the time spent on these assignments. The number of assignments is, in large part, a result of the highly consultative nature of the University of Minnesota. In the past faculty members have indicated that regular consultation with administration is a valuable feature of operations at this University. The Faculty Consultative Committee needs to ascertain whether this view is changing and, if so, which aspects of consultation the faculty may wish to forego. If aspects of consultation are still valued by the faculty, there needs to be an appropriate way for departments to judge the quality of contributions made by their colleagues on behalf of college and university-wide governance.

The matter of time spent in consultation, or in committee assignments, goes beyond the question of numbers of assignment. It is also a matter of the efficiency whereby the committee works. Appropriate organization of committee work, adequate staffing and the provision of background information from the administration all help in making faculty members' time more effective and efficient. The faculty governance system needs to determine whether organization, staffing and provision of administrative data are currently given adequate attention. It is probable that some committees are requiring excessive amounts of faculty time because these "support" features are not properly provided.

Support and Recognition from Colleagues

The Merwin report addressed faculty members' concern that they often appear not to be appreciated by departmental and University-wide colleagues. Faculty members long for recognition of their achievements and it is widely recognized that this is a major reason for their identification with their national peer group. In the competitive and individual-achievement-oriented culture within academia, it is often difficult to find ways, or to remember, to recognize the

contributions made by colleagues. Yet, we all know that recognition comes to successful programs (departments) in part because of their abilities to work together. Likewise, we know that the inability of colleagues to work together, no matter how individually strong they may be, results in a weak department. Perhaps the Faculty Consultative Committee, working with the Provost's office and the Deans, might find a way to focus more attention on this problem. This might also be an item for the Department Chairs/Heads Workshop that we have recommended.

Career Development and Career Changes

We are living in a society where it is becoming increasingly common for individuals to make several career changes within a lifetime. We suspect, but have seen no data on the subject, that changes in faculty careers are also becoming more common. Traditionally, the University has paid little attention to the development of faculty careers per se or to the problems encountered when major career changes are made. There has been a pattern of granting leaves to aid in transitions from administration to teaching and research and an occasional effort to provide some training to help in a transition from teaching and research to administration. Other kinds of changes are largely ignored. We hope that the Provost's office will begin to look at this area of concern, to develop information about faculty career changes, and take steps to support changes that are in keeping with University goals.

Faculty Information Handbook

We note that no handbook currently exists to advise faculty members of academic policies and procedures, about salaries and leaves, about fringe benefits, about tenure policies and procedures, and a list of other issues about which they (new faculty members especially) might have questions. We hope the Provost's office will ascertain whether or not such a handbook (or handbooks) is necessary, and develop an appropriate handbook, if warranted.

PART V. TABLES AND FIGURES

The following tables and figures are to be read with Part I of this report.

TABLE 1. Comparison of National Consumer Price Index and University of Minnesota Faculty Salaries
(see note below)

	CPI(U) 1967 = 100	Annual % Increase in CPI	Cumulative % Increase in CPI	Annual % Increase in Faculty Salaries	Cumulative % Increase in Faculty Salaries	Real Faculty Salaries as a % of 1972-73	Goal
July 1972	125.5						
July 1973	132.7	5.74	5.74	4.93	4.93	99.24	
July 1974	148.0	11.53	17.93	4.93	10.10	93.36	
July 1975	162.3	9.66	29.32	9.83	20.93	93.51	
July 1976	171.1	5.42	36.33	4.08	25.86	92.32	
July 1977	182.6	6.72	45.50	6.17	33.63	91.84	
July 1978	196.7	7.72	56.73	6.49	42.30	90.79	
July 1979	219.4	11.54	74.82	7.17	52.50	87.23	
July 1980	248.0	13.04	97.61	7.48	63.91	82.95	
July 1981	274.6	10.73	118.80	8.85	78.41	81.54	
July 1982	291.8	6.26	132.51	6.09	89.28	81.41	
July 1983	298.2	2.19	137.61	7.72	103.89	85.81	
July 1984	307.5	3.12	145.02	7.00	118.16	89.04	88
July 1985	319.1	3.77	154.26	8.04	135.70	92.70	
July 1986	328.0	2.79	161.35	5.35	148.31	95.01	92
July 1987*	334.6	2.01	166.61	5.00	160.73	97.79	
July 1988*	346.3	3.50	175.94	5.00	173.77	99.21	96

*Estimated.

Note: This schedule follows the methodology used by the University Senate in its original proposal. The percentage salary increases reflect the growth in the weighted average of rank means per the All Funds Salary Analysis with twelve month salaries included at 9/11. The deflator is the July value of the CPI(U).

Table 2. Salaries in Constant 1986 Dollars (Academic Year Appointments)

Year	Prof	Ratio	9 month Assoc	Ratio	Asst	Ratio
1972-73	55167	1	40225	1	32541	1
1973-74	54616	0.99	39404	0.98	31717	0.975
1974-75	50406	0.914	36658	0.911	29640	0.911
1975-76	50118	0.908	36504	0.907	29552	0.908
1976-77	49877	0.904	35927	0.893	28696	0.882
1977-78	49275	0.893	35374	0.879	28428	0.874
1978-79	48673	0.882	35026	0.871	28141	0.865
1979-80	46738	0.847	33576	0.835	27014	0.83
1980-81	43994	0.797	31496	0.783	25752	0.791
1981-82	43410	0.787	30633	0.762	25198	0.774
1982-83	43003	0.78	30260	0.752	24998	0.768
1983-84	45003	0.816	32363	0.805	26845	0.825
1984-85	46462	0.842	32997	0.82	27718	0.852
1985-86	48595	0.881	34602	0.86	29424	0.904
1986-87	50120	0.909	35602	0.885	30446	0.936

MPIS: 2/19/87

Table 3. Salaries in Constant 1986 Dollars (Fiscal Year Appointments)

Year	Prof	Ratio	12 month Assoc	Ratio	Asst	Ratio
1972-73	64272	1	51563	1	43646	1
1973-74	63383	0.986	51565	1	44467	1.019
1974-75	59935	0.933	48030	0.931	41760	0.957
1975-76	60194	0.937	48406	0.939	41793	0.958
1976-77	59581	0.927	48157	0.934	40734	0.933
1977-78	59065	0.919	47804	0.927	39911	0.914
1978-79	57698	0.898	46585	0.903	39222	0.899
1979-80	55560	0.864	44089	0.855	36967	0.847
1980-81	52666	0.819	41943	0.813	34865	0.799
1981-82	52007	0.809	40932	0.794	34071	0.781
1982-83	51920	0.808	40770	0.791	33881	0.776
1983-84	53991	0.84	42344	0.821	35185	0.806
1984-85	55168	0.858	43255	0.839	36129	0.828
1985-86	56171	0.874	43856	0.851	36788	0.843
1986-87	57146	0.889	44797	0.869	37406	0.857

MPIS: 2/19/87

Table 4. U of M Rank Within Big Ten Public Universities

Table 4.1 - Total Compensation

	<u>1976-77</u>	<u>1977-78</u>	<u>1978-79</u>	<u>1979-80</u>	<u>1980-81</u>	<u>1981-82</u>	<u>1982-83</u>	<u>1983-84</u>	<u>1984-85</u>	<u>1985-86</u>	<u>1986-87</u>
9-10 mos.											
Prof	3	4	3	3	5	3	4	4	4	3	4
Assoc	3	3	2	2	4	4	5	3	3	3	3
Asst	6	5	3	3	5	4	6	4	3	3	4
11-12 mos.											
Prof	4	4	4	4	6	4	5	5	5	5	6
Assoc	3	3	3	3	3	3	3	3	3	2	4
Asst	3	3	2	2	3	3	4	2	4	3	4

Table 4.2 - Cash Salaries

9-10 mos.											
Prof	5	5	5	5	5	4	6	5	5	4	5
Assoc	4	6	5	5	8	7	8	4	5	4	4
Asst	8	8	7	5	8	8	8	5	5	4	6
11-12 mos.											
Prof	5	6	7	5	8	7	6	7	7	7	7
Assoc	4	3	4	4	4	4	4	4	4	4	4
Asst	4	4	4	4	4	4	4	4	4	3	5

Table 4.3 - Fringe Benefits

9-10 mos.											
Prof	1	2	2	1	1	1	2	3	3	4	2
Assoc	1	2	1	1	1	1	3	3	2	3	3
Asst	2	1	1	1	1	1	2	2	2	2	2
11-12 mos.											
Prof	2	3	3	3	1	2	3	3	3	4	4
Assoc	4	3	3	3	2	2	3	3	3	3	2
Asst	4	4	1	1	1	1	2	3	2	2	1

Table 5.1. Increases in Nine Month Faculty Salaries from 1972 to 1985 Compared with Increases in State Per Capita Income for Big Ten Institutions and their States in 1985 Dollars

	% Increase in State real per capita income	% Increase in Weighted Avg. real Cash Salary	% Difference (Salary Increase Minus Income Increase)
University of Illinois	11.5	- 7.8	-19.3
Ohio State	13.4	- 6.0	-19.4
University of Michigan	8.4	-11.3	-19.7
Michigan State	8.4	-12.4	-20.8
University of Iowa	13.9	- 9.0	-22.9
Purdue University	10.9	-16.5	-27.4
Indiana University	10.9	-20.4	-31.3
UNIVERSITY OF MINNESOTA	27.0	-10.0	-37.0
University of Wisconsin	20.2	-17.7	-37.9

Sources: "Annual Comparison of Average Salaries and Fringe Benefits,"
Accounting Records and Services, University of Minnesota, various
years.

Survey of Current Business, "Total and Per Capita Income by States
and Regions," U.S. Department of Commerce, various years.

Table 5.2. Increases in Twelve Month Faculty Salaries from 1972 to 1985
Compared with Increases in State Per Capita Income for Big Ten
Institutions and their States in 1985 Dollars

	% Increase in State real per capita income	% Increase in Weighted Avg. real Cash Salary	% Difference (Salary Increase Minus Income Increase)
Ohio State	13.4	- 5.3	-18.7
University of Illinois	11.5	- 8.0	-19.5
Purdue University	10.9	-10.4	-21.3
University of Iowa	13.9	-11.4	-25.3
Michigan State	8.4	-17.1	-25.8
University of Michigan	8.4	-17.5	-25.9
Indiana University	10.9	-23.2	-34.1
UNIVERSITY OF MINNESOTA	27.0	-11.7	-38.7
University of Wisconsin	20.2	-18.7	-38.9

*Instructors were not included in the weighted average cash salary for 1972.

Sources: "Annual Comparison of Average Salaries and Fringe Benefits,"
Accounting Records and Services, University of Minnesota, various
years.

Survey of Current Business, "Total and Per Capita Income by States
and Regions," U.S. Department of Commerce, various years.

Table 6. Yearly Percentage Salary Increase the University Must Obtain in Excess of the Average Increase for the Comparison Group in Order to Reach the mean of the Salaries of the Group

Comparison Group	Years to Reach Goal of Mean of Group		
	5	7	10
Top 10 Research*	3.2%	2.3%	1.6%
Top 5 Public Research**	2.3%	1.6%	1.1%

*Berkeley, Stanford, Harvard, Yale, MIT, Princeton, Chicago, UCLA, Michigan, Wisconsin.

**Berkeley, UCLA, Michigan, Wisconsin, Illinois.

LEGENDS FOR FIGURES - PART I.

Figure 1. Ratios of 1973-87 faculty salaries by rank at the University of Minnesota to the average for 29 research universities (\square), the Big Ten (\triangle), the five top public universities (∇) and the ratio of Big Ten salaries to the top 29 research universities (X).

Figure 1A. Assistant Professors

Figure 1B. Associate Professors

Figure 1C. Professors

Figure 2. Ratios of 1973-87 faculty compensation, by rank, at the University of Minnesota to the average for 29 research universities (\square), the Big Ten (\triangle), the five top public universities (∇) and the ratio of Big Ten salaries to the top 29 research universities (X).

Figure 2A. Assistant Professors

Figure 2B. Associate Professors

Figure 2C. Professors

ASSISTANT PROFESSOR

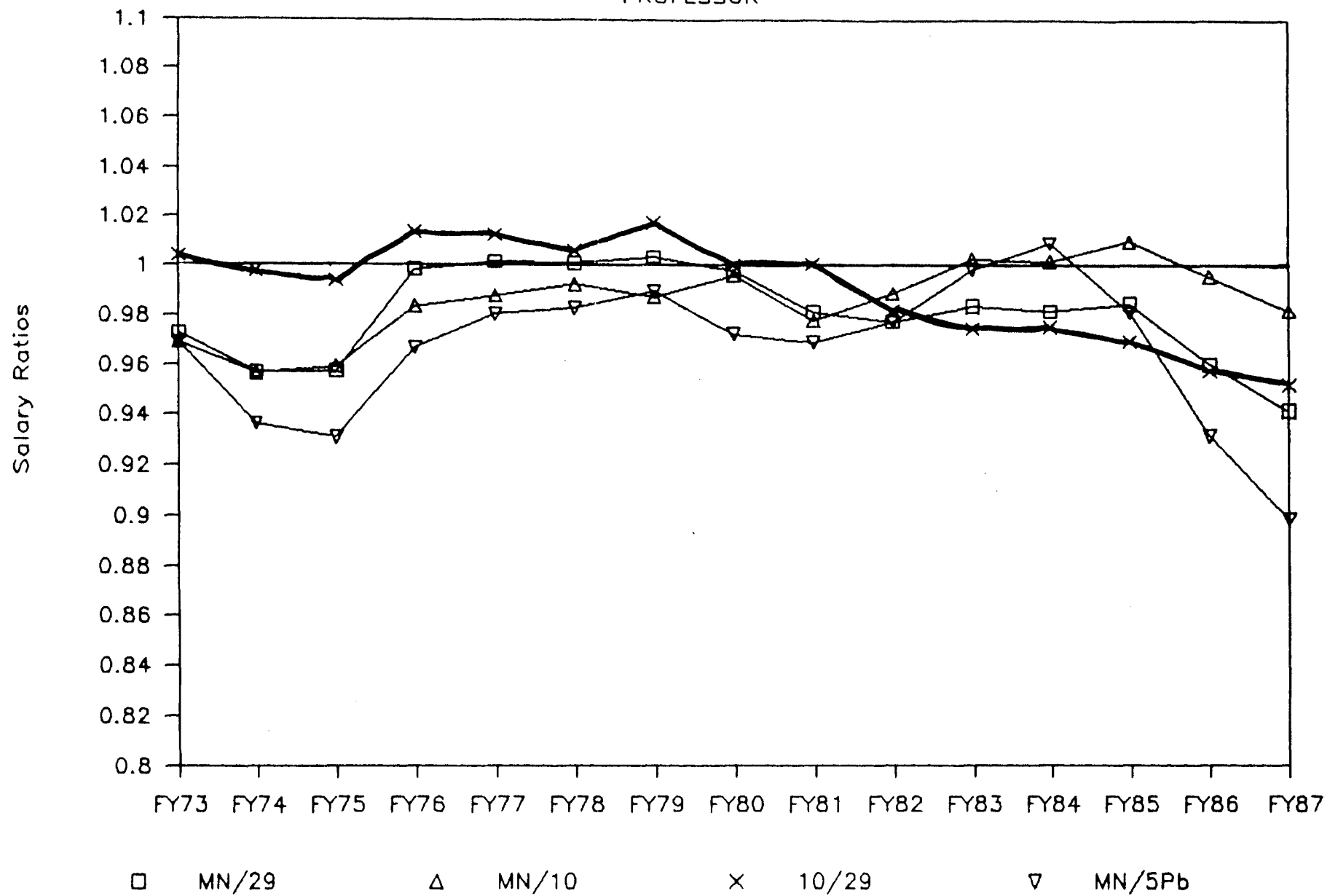


FIGURE 1A

ASSOCIATE PROFESSOR

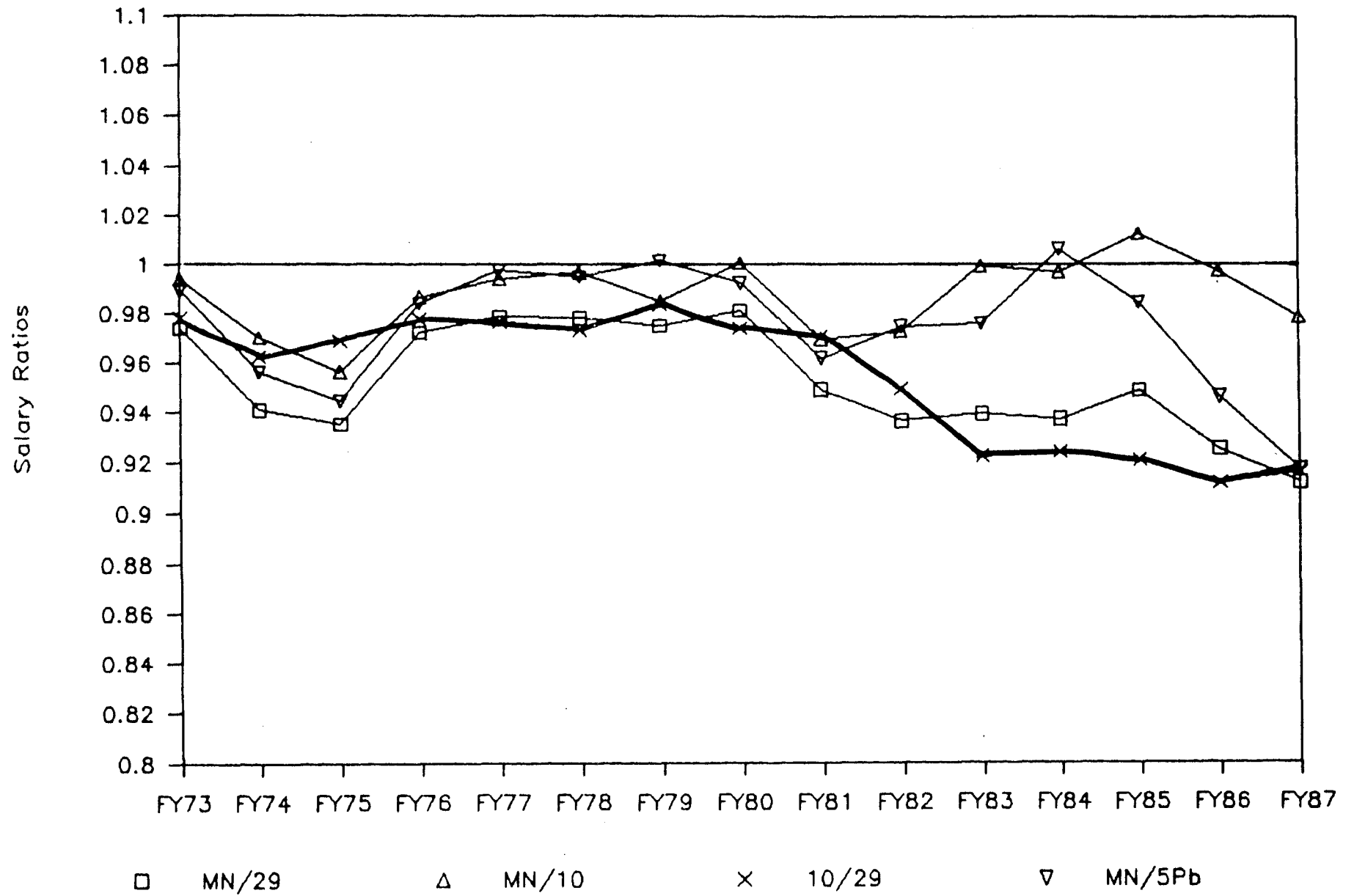


FIGURE 1B

PROFESSOR

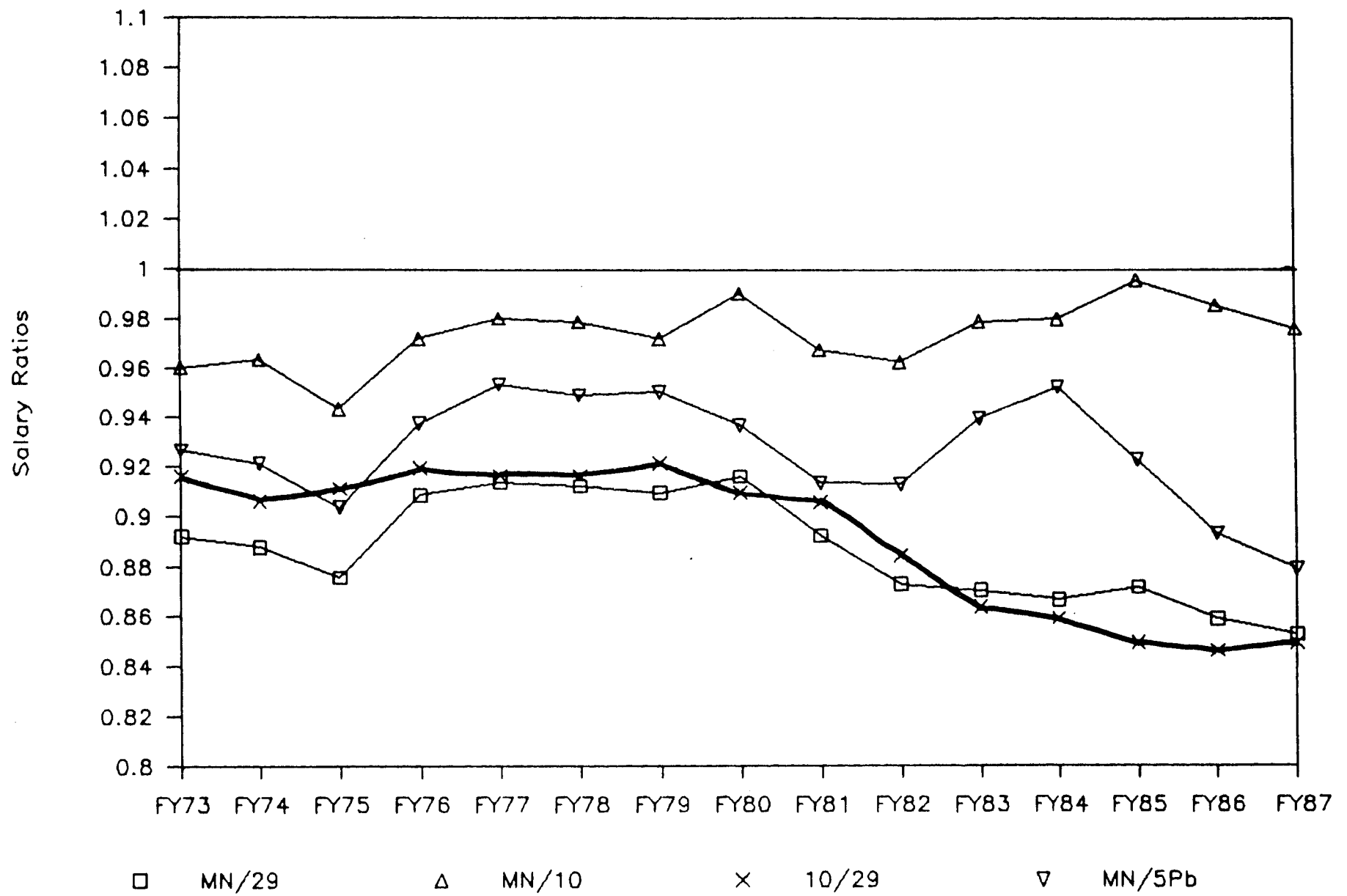


FIGURE 1C

ASSISTANT PROFESSOR

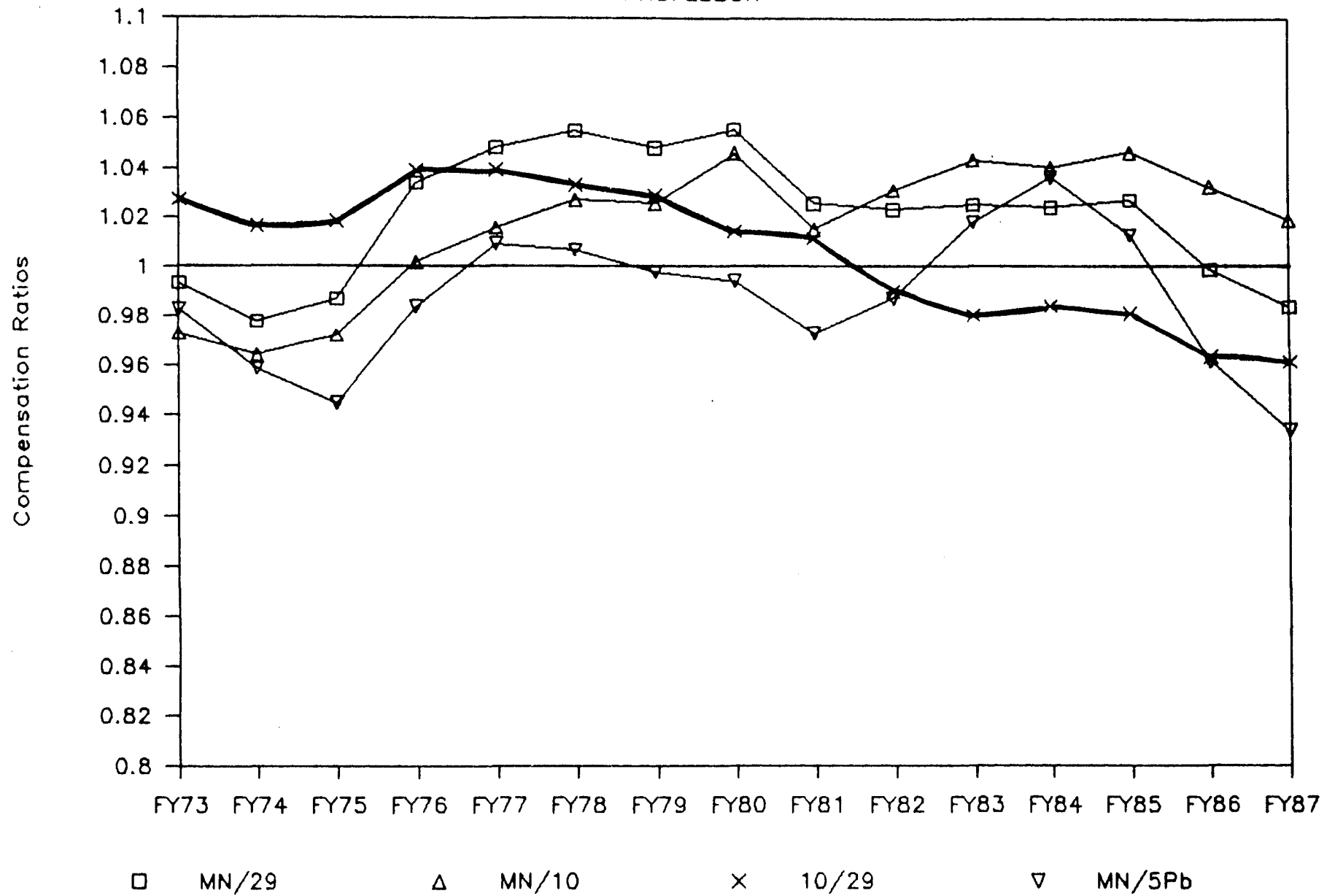


FIGURE 2A

ASSOCIATE

PROFESSOR

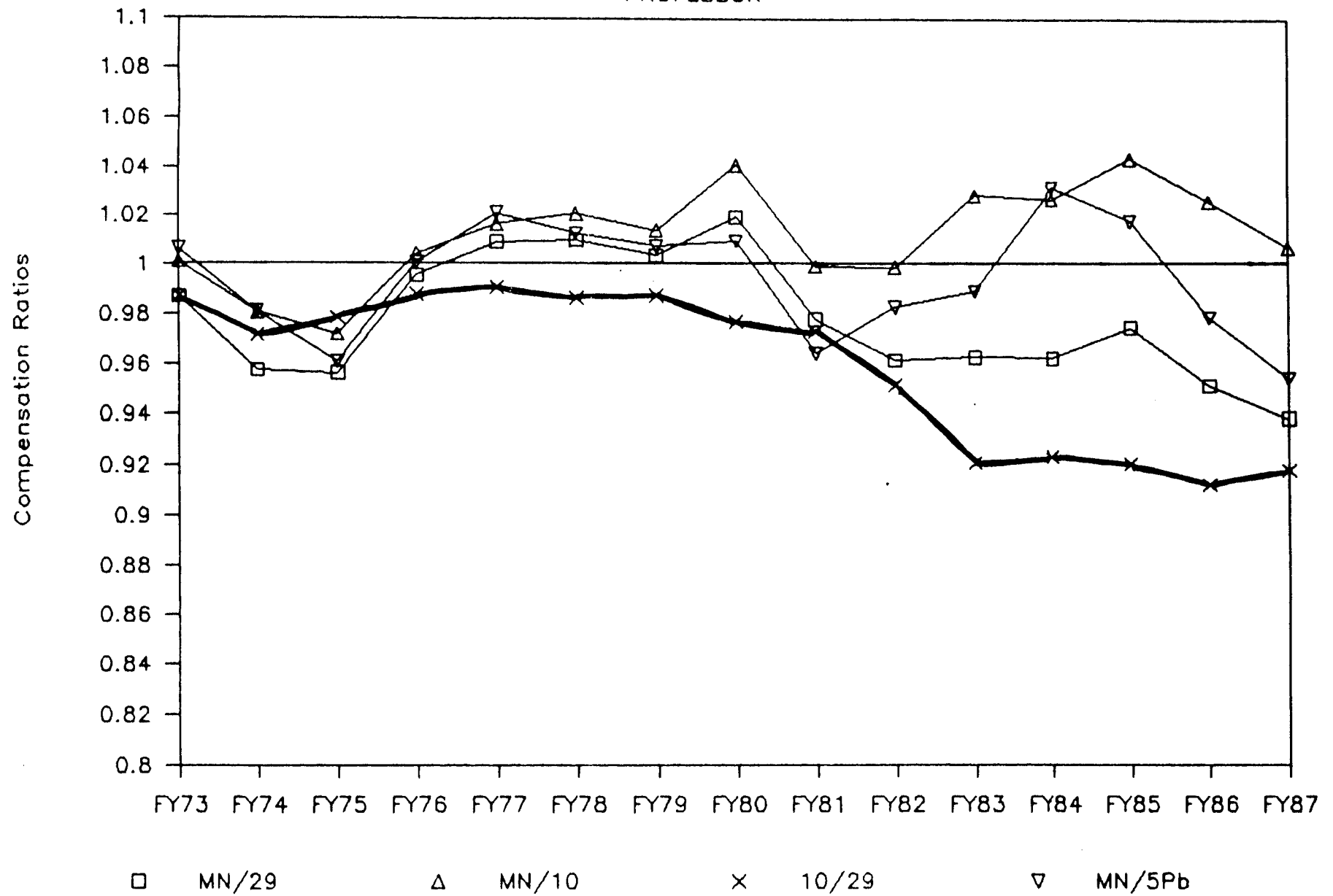


FIGURE 2B

PROFESSOR

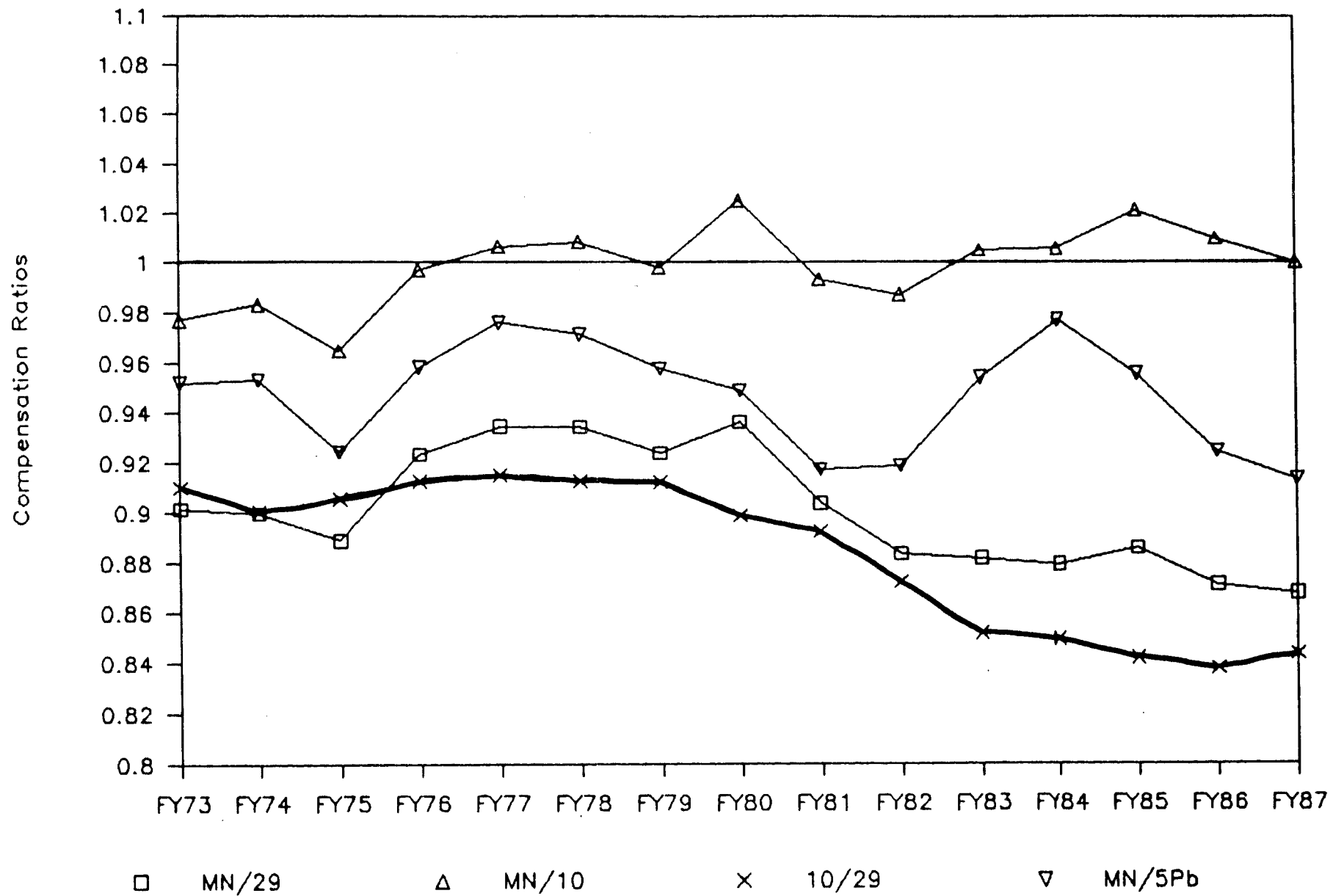


FIGURE 2C

PART VI. APPENDICES

Appendices are numbered to correspond with each section of the report (i.e., I, II or III) and sequentially within that part by letter (i.e., A, B or C).

FACULTY SENATE MINUTES

The meeting of the Faculty Senate was convened in 25 Law Center, Minneapolis campus, following the University Senate meeting. Coordinate campuses except Crookston were linked by telephone. Checking or signing the roll as present were 105 voting members of the faculty. Vice Chair David Hamilton presided.

I. COMMITTEES OF THE FACULTY SENATE, 1986-87

Action (2 minutes)

This nomination is in addition to those approved at the May 15 meeting.

TENURE Students: Brian Kroeger, 1 to be named.

Approved

II. FACULTY CONSULTATIVE COMMITTEE

FACULTY DEVELOPMENT COMMITTEE

Action (10 minutes)

MOTION:

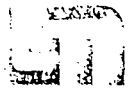
That the Faculty Assembly approve the following resolution: Resolved, that the administration and the Faculty Consultative Committee jointly appoint a small committee of faculty and administrators to develop a plan for faculty development over the next decade, consistent with the University's commitment to focus and its stated goal of becoming one of the best five public universities in the country. This plan should address, possibly among other matters, (1) goals for faculty compensation, based on compensation at those schools with whom we compete for faculty and graduate students; (2) the proper size of the faculty; (3) support for faculty research and teaching, through the system of sabbatical leaves and other support; and (4) general working support—teaching loads, graduate assistants, etc. The goal of the committee should be to produce not a comprehensive report, but a brief set of specific goals which can guide our planning and our legislative requests.

COMMENT:

The objective of designing a broad plan for faculty development along the lines indicated in the above motion has the support of the Finance Committee and the Committee on Faculty Affairs as well as the Consultative Committee. President Keller has voiced his support for this kind of approach. The present Senate-endorsed Regents' policy on restoring faculty purchasing power has met with success at the state legislature and the improvement of average faculty salaries is slightly ahead of schedule. But there is widespread agreement that a more comprehensive plan for faculty support must succeed the current salary policy if this University is to become one of the country's top public universities. The work of the small committee proposed in the motion is intended to guide our planning and legislative requests over the next decade in all matters which relate to faculty support.

DEON STUTHMAN
Chair

Approved




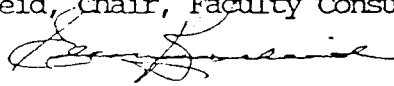
UNIVERSITY OF MINNESOTA

Office of the President
202 Morrill Hall
100 Church Street S.E.
Minneapolis, Minnesota 55455

November 20, 1986

TO: Pat Swan, Chair
Margaret Davis (could not accept due to another assignment)
David Hamilton
Robert T. Holt
Klavs Jensen
Harvey Keynes
Betty W. Robinett
W. Donald Spring
Craig Swan
Roger Benjamin, ex officio

Members Added by the Committee:
Mary Bilek, Provost's Office
William Weiler, MPIS
Judith Bennett, Administrative Assistant

FROM: Kenneth H. Keller, President 
Ellen Berscheid, Chair, Faculty Consultative
Committee 

SUBJECT: Faculty Development Committee

At the June meeting of the Faculty Senate, the Faculty Assembly approved a resolution that the administration and the Faculty Consultative Committee jointly appoint a small committee to create a plan for faculty development to guide University planning and legislative requests over the next decade on the range of matters relating to faculty support. We are pleased that Pat Swan has agreed to chair the Faculty Development Committee (FDC), and we hope that you will agree to serve your colleagues by accepting a position on it.

The faculty development plan should be consistent with the University's Commitment to Focus aims and our goal of becoming one of the nation's top public universities. Clearly, the quality of our faculty and the steps we take to ensure that quality are key elements in effecting our plans. At minimum, the FDC should address the following five matters:

1. Goals for faculty compensation, based on compensation at those schools with whom we compete for faculty as well as other market considerations;
2. General working support, including teaching loads, graduate assistants, supplies and equipment, faculty-student ratio, and so forth;
3. Academic environment issues such as minimum number of colleagues for effective scholarship, opportuni-

ties for multidisciplinary interactions, opportunities for new course development;

4. Encouragement for or limitations on consulting and overload teaching as factors in promoting faculty development;
5. Support for faculty development, through the system of sabbatical leaves and other means.

Recommendations in these areas, when combined with our programmatic planning, will help define the level of budgetary support we need to operate the University at a given programmatic level and student body size. The Senate resolution did not ask for a comprehensive report but, rather, a brief set of specific goals that can guide University planning and legislative requests. It is desirable that these goals be defined in such a way that progress toward them be objectively assessed at regular intervals.

In calling for the formulation of a faculty development plan, we recognize that the present Senate-endorsed Regents' policy on restoring faculty purchasing power has met with success at the State Legislature and that the improvement of average faculty salaries appears to be on schedule. But there is widespread agreement that a more comprehensive plan for faculty support must follow, and even overlap, the current salary policy if this University is to become one of the country's finest public universities.

We believe there are aspects of faculty development that should have system-wide applicability as well as aspects that ought to be custom-tailored to faculty at each of the five campuses. We are requesting that you design development strategies with the Twin Cities faculty primarily in mind. The Faculty Consultative Committee and the administration, respectively, will encourage the faculty and administration of each of the coordinate campuses to address faculty development issues applicable to their particular situations. We will transmit to any or all of the coordinate campuses, as appropriate, those aspects of your proposals that will, or should, affect faculty development on other campuses as well. Professor Spring has agreed to serve on the FDC and has accepted the added assignment of serving as a liaison to a designated person or persons at each of the four coordinate campuses.

The FCC expects to be kept informed of your progress through regular reporting from and discussions with Professor Swan. We hope that you will keep the Senate Committee on

Faculty Development Committee
November 20, 1986
Page 3

Faculty Affairs informed of your work as well, for they, along with the Office of Academic Affairs, will carry major responsibility in the years ahead for overseeing the plan's implementation. Dr. Robinett will provide the liaison with central administration.

We hope that you can complete the substantive element of your work in time for an informational report to the Faculty Senate and to the Regents next May.

Finally, you should know that the Faculty Consultative Committee and the administration believe there is no more important single piece of governance work that a member of the faculty can be engaged in this year. Many of our faculty's hopes for the future and concerns of the present involve the issues that will be before the Faculty Development Committee. Many expressions of interest in its work and offers to serve have already been received from the faculty. Because of this widespread interest and concern, the FDC might want to consider holding open hearings so that all faculty have an opportunity to speak their minds on the various issues you will consider. We will be forwarding to you the materials and queries we have received so far.

The FCC and the central administration join in hoping that you will accept this important assignment and wish you success in carrying it out.

KHK:pln

c: Shirley Clark, Associate Chair, Faculty Consultative
Committee
Edward C. Frederick, Chancellor, University of Minnesota
at Waseca
Robert L. Heller, Chancellor, University of Minnesota at
Duluth
David Hoppe, Chair, UMM Consultative Committee
John Q. Imholte, Chancellor, University of Minnesota at
Morris
Geoffrey Maruyama, Chair, Senate Committee on Faculty
Affairs
Harvey Peterson, Chair, UMC Faculty Consultative Committee
Donald G. Sargeant, Chancellor, University of Minnesota
at Crookston
W. Phillips Shively, Chair, Senate Finance Committee

SALARY SURVEYS

Descriptions for the following six salary surveys are attached:

- AAUDE
- Big Ten
- Cornell Top Research Institutions
- Colorado State
- AAUP
- HEGIS (now IPEDS)

Descriptions of these surveys were collected by Judy Bennett in the spring of 1987. Comparisons of data on average salaries or rankings between surveys may be misleading as coverage and data definitions vary from one survey to another.

AAUDE

Type of exchange: Data and Salary

Campus: Doctoral campus only

Data form: reported by Department CIP coded (Discipline)
 9 and 12 month reported separately
 Clinical medical faculty NOT included
 Full Time faculty only
 Data on individual schools are confidential

Frequency: Once a year

Salary data: Cash only, no fringes
 reported from all funds
 minimum, maximum and mean salary
 #FTE in each rank, 9 and 12 mo. appts
 average age of faculty in each department, by rank
 and term (9 or 12 mo)
 4 categories, Instr-Professor

Participating Institutions

22 Institutions reported this past year. 31 might participate.

PRIVATE

Brandeis
 Carnegie Mellon
 Columbia
 MIT
 Northwestern
 USC
 Tulane
 Yale

PUBLIC

All public Institutions in B Ten
 U of Arizona
 U of Cal - Berkeley
 UCLA
 U of Cal - San Diego
 U of Colorado
 U of Florida
 Iowa State
 U of Kansas
 U of Maryland
 U of Missouri
 U of Nebraska
 U of North Carolina
 U of Oregon
 Penn State
 Pittsburgh
 U of Texas, Austin
 U of Virginia
 U of Washington, Seattle

BIG TEN SALARY SURVEY

The Big Ten survey covers 10 public Institutions: U of Illinois, Urbana; Indiana U; Purdue; U of Iowa; U of Michigan; Michigan State; U of Minn; Ohio State; U of Wis.; U of Cal - Berkeley; and includes Chicago and Northwestern. NOTE: The data distributed by VP Benjamin's office* differ from the above list.

Prepared by: Budget office with participation of D. Berg's office

Type of exchange: Salary

Campus: Main campus only and total institution

Data form: Reported by total institution
 Medical school is excluded
 Full-time faculty
 Data on individual schools are confidential

Frequency: Once a year

Salary data: Mean cash salary by rank (4 ranks) and term (9 or 12)
 Cash equivalent fringes
 Total compensation = Mean cash + cash equiv fringes
 Reports whole # FTE in each rank and term
 Starting with 1987: Individual items in fringes
 U of Minn data from all funds salary analysis
 (Budget office and D. Berg's office work from same data)
 Open positions are excluded

Other information: *Dave Berg's office prepares this report for Academic Affairs

CORNELL TOP RESEARCH INSTITUTIONS SALARY SURVEY

Description: Cornell picks out the top 30-32 schools which have Federal Research funding. This year they requested 32 and got 27. Minnesota has participated for the past 3 or 4 years.

Type of exchange: Salary

Campus: Doctoral campus only

Data form: Reports only 3 ranks, Prof., Assoc, Assist
Reports raw #'s, then takes out professional schools. (2 forms of data)
All schools except Minnesota and Cornell are anonymous

Frequency: Once a year

Salary data: 12 mo. salaries are converted to 9 mo. 9/11 basis
No fringes reported
Average salary by 3 ranks
Full time faculty

NOTE: A list of participating schools is available from David Berg's office

COLORADO STATE UNIVERSITY

Al Linck is President. We participate in this as a courtesy, and at the present time do not use these data. Colorado State is interested in Colleges of Agriculture, and Vet Med. 34 Institutions asked to report, 26 responded. Data are anonymous except for Minnesota and Colorado State. List of Institutions is attached.

Type of Exchange: Salary

Frequency: Once a year

Campus: Doctoral

Data form: All departments on Doctoral campus
12 mo. reduced to 9 by 9/11 factor
4 ranks
Full-time head count
We reported Medical school
Report is in 2 segments:
Institutions with Vet Med schools and w/o
Universities are classified as Carnegie
Research types

Salary data: High, low, and mean for 4 ranks
a weighted average by ranks

Colorado State University
1984-85 Salary Study

Auburn University
Cornell University-Statutory
Iowa State University
Kansas State University
Louisiana State University-Baton Rouge
Massachusetts Institute of Technology
Michigan State University
Mississippi State University
North Carolina State at Raleigh
Ohio State University
Oklahoma State University*
Oregon State University
Pennsylvania State University*
Purdue University
Texas A & M Main
Tufts University*
Tuskegee Institute*
University of Arizona
University of California-Davis*
University of Florida
University of Georgia
University of Hawaii-Manoa
University of Illinois-Urbana
University of Maryland-College Park
University of Michigan
University of Minnesota-Minneapolis/St. Paul
University of Missouri-Columbia
University of North Carolina
University of Pennsylvania*
University of Tennessee-Knoxville*
University of Utah
University of Wisconsin-Madison*
Virginia Polytechnic Institute & State University
Washington State University

* Did not participate in the 1984-85 salary study

AAUP

Data for the AAUP Annual Report on the Economic Status of the Profession are collected, processed, and tabulated by Maryse Eymonerie Associates, P.O. Box 520, McLean, Virginia, 22101 (703) 448-8519. A variety of Institutions are surveyed, from Doctoral level to two-year colleges without academic ranks. Results are reported separately. Data appear annually in Academe.

Type of Exchange: Salary, benefits as % of salary. Size and sex of faculty are reported.

Prepared by: Don Devany, Budget Analyst in the office of the VP of Finance.

Campus: All campuses of the U are reported. AAUP reports them out by different categories.

Data form: U of Minn. reports budgeted data as of July 1. Thus unfilled positions that are budgeted are reported, as are people on sabbatical.

Appointments converted to 9 month, using 9/11.
Fringes reported.

Salary range reported is from \$12,000-\$100,000.

Reporting is in \$1,000 increments up to \$54,999.
Then \$55-60,000; \$60-70,000; \$70-80,000; \$80-90,000;
\$90-100,000.

Salaries reported by rank: Instr., Asst., Assoc., Full

Sex and Tenure or TT reported.

Schools: Too numerous to list. See annual issue of Academe.

HEGIS/now IPEDS

IPEDS* has never been done before. 87-88 is the first year it is expected to be in effect. Because of the newness of the survey, neither Dave Berg nor Don Devany could give me detailed information.

IPEDS is done for the Federal government. Don Devany does not know who puts the diverse sections together. Information about the entire University is requested - e.g., how many square feet of buildings are there. He termed it a total institutional operations exchange.

Salary data for this came from the second payroll run in November. Open positions are excluded. To be reported faculty members must have 51% of their salary paid by an educational unit. When a faculty member's salary is 51% or more on a research budget, that individual is not included.

The TOTAL amount of dollars spent on salary (as a lump sum) is what is reported. Fringes are reported. Men and women are reported separately on fringes and salaries. 9 and 12 month appointments are reported separately. Don Devany does not know how they are handled. All campuses of the U are included, and I believe the salary reported is total dollars for all units combined.

*Replaces the former HEGIS survey.

Calculations Used for Comparisons With Top Research Universities

Data were initially collected for 31 top research universities plus the rest of the Big Ten for the years 1970-71 to 1986-87. As described below, insufficient data led us to drop CUNY from the comparison. Data for each year came from the AAUP as published in the AAUP Bulletin or Academe. The charts included with the report of the subcommittee are based on these data. Numerical data are available in printed or diskette form from Craig Swan.

The following adjustments were made to the data as reported by the AAUP:

1. Salary and Compensation

For 1970-71 through 1977-78 the AAUP reported data on total compensation and fringe benefit percentage. Salary was calculated by adjusting data on total compensation according to the fringe benefit percentage.

For 1978-79 through 1986-87 the AAUP reported data on salary, total compensation, and fringe benefit percentage.

2. Missing Data

A simple average of surrounding years was used in cases where data were missing for a single school for a single year as follows:

1972-73	Harvard, Johns Hopkins, MIT
1973-74	Princeton
1974-75	NYU
1976-77	Michigan, Duke
1978-79	Wisconsin, Columbia, Cornell, North Carolina, Washington, NYU, Rockefeller, Duke
1979-80	Carnegie-Mellon
1980-81	Cal Tech
1981-82	Carnegie-Mellon

3. Other Adjustments

City University of New York

Dropped because data were missing for a number of consecutive years.

University of California

Prior to 1978-79 the AAUP reported data for the University of California system as a whole, rather than for each campus. In view of the small inter-campus differences, data for the UC system are used for Berkeley, UCLA and UCSD for years prior to 1978-79.

University of Minnesota

1976-77: AAUP data show an extraordinary increase for 1977-78. This increase is inconsistent with University data. AAUP data show a subsequent decline in 1977-78 for assistant and associate professors. In view of these irregularities, a simple average of surrounding years was substituted for 1976-77.

1981-82: Payment of salary increases for 1981-82 was delayed. As a result, AAUP data, based on payroll data at the beginning of the academic year, is inappropriately low. A simple average of the surrounding years was substituted for 1981-82.

May 6, 1987

TO: Harvey Keynes

FROM: Judith Bennett

RE: U OF MINN SABBATICALS COMPARED TO OTHER SCHOOLS

SUMMARY: When compared to 27 other universities (the Big Ten, and 17 AAUDE schools) the U of Minn appears to have a less generous sabbatical plan than most. The major difference appears to be in the options offered. In half of the schools in the survey below, one semester, or one quarter at full pay is offered as an alternative to one year at $\frac{1}{2}$ salary. Our fully funded single quarter leave policy, which is competitive and limited to 4% of the faculty, is not available to as many people as a fully funded sabbatical quarter.

U of Minn Sabbatical/Leave Policy: The current U of Minnesota sabbatical policy allows tenured faculty members to apply for a full year sabbatical at $\frac{1}{2}$ pay every 7th year. The sabbatical must be approved by the department chair/head, the college, central administration and be acted upon by the Regents. A report must be filed upon the faculty member's return. In addition to a Sabbatical year, all tenure and tenure track faculty may compete for a fully funded single quarter leave. By Regents policy these leaves are limited to 4% of the faculty in any one year. Faculty members may be awarded these leaves every three years.

Benefits Survey Data: Ohio State University compiles a comparison of benefits programs in the Big Ten Universities, and 17 additional AAUDE institutions. David Swanson, and administrators in other universities regard it as a good survey. As part of the survey, brief descriptions of sabbatical programs at the participating institutions are summarized. The data below are from the September 1986 comparison of benefits programs. All members of the FDC committee received copies of this survey from Craig Swan.

U of Minn Compared to Big Ten Schools

It would appear that the U of Minn ranks just below the median in the variety of sabbaticals available to faculty.

Five schools (Ohio State, Indiana, Michigan, Michigan State, Purdue) offer (with certain variations*) sabbaticals every 6th or 7th year. A year at $\frac{1}{2}$ pay or a semester or quarter at full pay are the options.

Two schools (Illinois, Iowa) offer sabbaticals based on proposals, or on a competitive basis. No details are given.

Two schools (Northwestern, Wisconsin) offer no sabbaticals.

*Variations: (Ohio: After 7 years, 1 quarter full pay, 2 quarters 75% pay, 3 quarters 66% pay) (Purdue: After 6 semesters, 1 at 50%, after 12 semesters, 1 at 100% or 2 at 50%)

U of Minn Compared to AAUDE Schools (N = 17)

Ten schools offer one year at $\frac{1}{2}$ pay or a semester/quarter at full pay (Carnegie Mellon, Colorado, Florida, Iowa State, Kansas, Maryland, Penn State, Pittsburgh, Southern Cal, Washington).

One school offers 1 year at $\frac{1}{2}$ pay (Missouri)

One school offers 1 quarter at 85%, 2 at 75%, 3 at 60% (Oregon)

Four schools offer no sabbaticals (Nebraska, North Carolina, Texas, Virginia)

One system has no details available (California)

cc: Faculty Development Committee

FACULTY LEAVES AND STUDY PROJECTS

The availability of leaves for the purpose of professional enhancement and renewal is a vital component of faculty development. The first faculty leave at Minnesota for this purpose was in 1888. Most faculty are interested in using leaves, but due to their very different professional activities, demands and commitments their use of the existent leave structure varies considerably. All units underuse leaves, some more seriously than others. Looking at the University as a whole, Regents policy provides that 13% of faculty time be allocated to development. In reality, only 1/3 of that time is currently able to be used.

Data

Data in this section came from Academic Affairs, Darwin Hendel, The 1986 Ohio State Benefits Survey, and interviews with Deans and Faculty members in the College of Liberal Arts, Education, Public Health, the Medical School, The Institute of Technology, the Institute of Agriculture, and the College of Home Economics.

THE EXISTENT LEAVE SYSTEM

Formal leaves: Sabbaticals, Single quarter leaves, Leaves without pay.

A formal leave system exists with rules and procedures. Sabbaticals and single quarter leaves form the base of the system.

A sabbatical year at $\frac{1}{2}$ pay, once every seven years, is available to every tenured faculty member, with the approval of the department chair, college, provost, and regents. Slightly over 100 sabbaticals are taken each year (this includes Bush sabbaticals).

On a competitive basis, 22 Bush sabbaticals, funded at the 80% level, and dedicated to the improvement of undergraduate education, are currently available. Awards are made centrally. The availability of this program is decided on a year to year basis.

Established by regents policy in 1953, fully funded single quarter leaves are available once every three years, on a competitive basis, to 4% of all tenured and tenure track faculty. These leaves are allocated to the colleges. Approximately 122 single quarter leaves are awarded each year.

Leaves without pay are part of the leave system. These also must be approved by the department, college, central administration and regents.

Informal leaves: Adjustment of teaching schedules; Other arrangements.

In addition to the formal leave system, an informal leave system of leave, and near leave arrangements exists throughout the University. We believe these have developed in response to genuine development (scholarly) needs of the faculty which have not been met by the existent leave system.

Adjustment of teaching schedules.

A major part of the informal system is relief from teaching, by adjusting the teaching schedule, so that one quarter each year, or every two years, is left free for research. Advising and committee duties are required, as is presence on campus. These arrangements are made informally within departments. College offices, while award of these arrangements, are not involved. Faculty members who leave campus during this period are required to file travel request forms. The types of arrangements which exist are varied. We have some evidence that there are units which will not allow this flexibility in the arrangement of teaching schedules.

This type of "partial leave" has been sanctioned, and recommended in the Merwin report (Recommendation 5, p. 19), and agreed to in the Presidential Response to the Merwin report (p. 9).

Other Arrangements: Department or college granted "leaves".

Some colleges grant single quarter leaves requests that have not been centrally granted when they feel the proposal has merit. Because there is no "hard" money involved in SQL, only college resources, some units feel it is appropriate to do this.

Finally, faculty members may be granted time to travel to other institutions to learn new techniques, or to participate in scholarly activities. The time granted may vary with the project. No records exist for this type of "leave" other than the requests for travel involved.

USE OF THE LEAVE SYSTEM

The Formal Leave System

The University currently allocates 13% of faculty time for sabbatical and single quarter leaves. The actual use of leaves is far less than the official allocation. Currently, only 4.6% of faculty time is being use for leaves.

Across the University only 1/3 of the faculty members eligible for sabbaticals take them. The ability to use sabbaticals differs greatly by collegiate unit. No data exist on how faculty fund their sabbaticals.

SABBATICALS

PERCENT OF ELIGIBLE FACULTY TAKING LEAVES (1982-86)*

CLA	61%
IT	33%
MED	11%
AG	16%
ED	26%

*Number of leaves from Regents docket, by Darwin Hendel 1/7 number of tenured faculty from Academic Affairs

Although it is common to assume that "money" is the reason that faculty cannot take sabbaticals, it is too simple and inaccurate an answer. Money is a five letter word hiding a variety of reasons for the differing rates of use of the one year, $\frac{1}{2}$ salary sabbatical leave. (See report "Faculty members' Views about the Sabbatical and Single Quarter Leave Programs at the University of Minnesota" by Darwin Hendel and Jeanne Solberg, March 15, 1983, pp. 32-33.

In some colleges faculty do not go on sabbaticals because they cannot work elsewhere for a year. Their laboratories, graduate students and research projects cannot be abandoned for that time period. For these colleges the current sabbatical leave structure does not provide the flexibility they need.

In some fields professional development opportunities exist by working for the state or federal government. Leaves without pay rather than sabbaticals are used for this purpose.

In some fields very few grants are available to supplement the $\frac{1}{2}$ sabbatical salary.

In all areas of the University, faculty members often cannot uproot employed mates, or children.

Some units cannot afford to release people for sabbaticals unless funds to cover their teaching loads are supplied. This is true in departments where one person is solely responsible for courses which must be taught that year, and in greatly understaffed units.

In summary, the one year, $\frac{1}{2}$ salary sabbatical program appears to work well for some faculty members, in some units, but remains an untenable option for the majority of the faculty at the University.

SINGLE QUARTER LEAVES

In contrast to the sabbatical, the single quarter leave program is completely subscribed. The medical school, dental school and law schools are the only units that did not fill their 4% quota of applicants for 1987-88.

Leaves not used by these colleges are reallocated to faculty members from other colleges. Colleges which submit additional applicants have a good chance of having more than 4% of their faculty awarded SQL.

SQL AWARDS (1987-88)*

	CLA	IT	MED	AG	ED
# Eligible	486	394	499	241	155
4%	19	16	20	10	6
Granted	31	24	5	10	9
Submitted	35	29	5	10	9

*Data from Academic Affairs

BUSH SABBATICALS

The Bush Sabbaticals are in their sixth year at the University. The Bush appears to be more attractive to some collegiates units than others. In the past six years over 50% of Bush applications have been from Liberal Arts faculty. The pattern of awards appears quite skewed towards the Liberal Arts. Faculty and administrators in IT, Education and Agriculture have expressed frustration with the Bush Sabbaticals, feeling that the possibility of anyone in their college receiving a Bush is very small. There is some question as to whether technical proposals can be appropriately judged by a central committee with no expertise in the area. Additionally, some proposals, despite their merit, appear to be downgraded because the faculty member does not teach large undergraduate courses. (Description of "alternates" to 1987-88 Bush awards.)

*1982-86

300 Applications, 123 Awards

College	# of Applications	# of Awards
AG	8	1
HOME EC	1	1
CBS	12	6
ED	16	4
CLA	157	77
IT	26	9
NURSING	6	0
MORRIS	20	12
DULUTH	28	8

It had been hoped that the 80% funded Bush awards would increase the number of faculty taking sabbaticals. This does not appear to be the case.

INFORMAL LEAVES

No data exist on the number or kind of informal arrangements that are ongoing at the University.

UNIVERSITY OF MINNESOTA SABBATICALS COMPARED TO OTHER SCHOOLS

When compared to 27 other universities (the Big Ten, and 17 AAUDE schools) the University of Minnesota appears to have a less generous sabbatical plan than most. The major difference appears to be in the options offered. In half of the schools in the Ohio State survey of benefits programs,* one semester or quarter at full pay is offered as an alternative to one year at half salary. Our fully funded single quarter leave policy, which is competitive, and limited to 4% of the faculty, is not available to as many people as is a fully funded sabbatical quarter. In summary, the University of Minnesota ranks below the median in the variety and generosity of sabbaticals available to its faculty.

*The Ohio State University Comparison of Benefits Programs in the Big Ten Universities and Other AAUDE Institutions, September 1986

OFFICIAL LEAVE POLICY

1986-87
(Rounded figures)

Sabbaticals = 14% (of tenured faculty)	=	350 per year
	=	1,214 quarters*
SQL = 4%	=	124 quarters

1,338 quarters are allocated for leaves
 10,633 quarters of faculty time (T&TT) in one year
 13% officially allocated to leaves

Cost	=	\$1,446,400	SQL*
		<u>7,254,100</u>	Sabbaticals ($\frac{1}{2}$ salary)*
		\$8,701,500	

*A & B appointments

ACTUAL LEAVES TAKEN IN 1986-87

105 Sabbaticals	=	364 quarters*
124 SQL	=	<u>124 quarters</u>
		488 quarters

Only 36% of allocated leave time is used.

Cost = Sabbaticals at $\frac{1}{2}$ salary	\$2,175,600
SQL	<u>1,446,400</u>
	\$3,622,000

* A & B Appointments

SINGLE QUARTER LEAVE

	<u>1984-85</u>	<u>1986-87</u>	<u>1987-88</u>
<u>CLA</u>			
# eligible	508	496	486
4%	20	20	19
Granted	38	36	31
Submitted	54	--	35
 <u>IT</u>			
# eligible	380	391	394
4%	15	16	16
Granted	17	32	24
Submitted	20	--	29
 <u>Med</u>			
# eligible	315	505	499
4%	13	20	20
Granted	7	9	5
Submitted	13	--	5
 <u>Ag</u>			
# eligible	248	243	241
4%	10	10	10
Granted	2	11	10
Submitted	7	--	10
 <u>Ed</u>			
# eligible	162	147	155
4%	7	6	6
Granted	6	6	9
Submitted	10	--	9
 5 College Total	71		
 U. Total	127	=	56%

University of Minnesota
All-University Committee for Network
and Communications Planning

April 8, 1987

DRAFT FOR DISCUSSION 4/15/87

The Committee has discussed a number of issues. There seems to be general agreement on the following.

1. There will be several networks to provide communication:
 - a. Data transfer by telephone
 - b. Low speed host-to-host interconnection via LANmark
 - c. Higher speed connection of hosts to hosts or LANS to other LANS via fiber
 - d. Coax
2. Telecommunications should have responsibility for managing the fiber backbone, LANmark, and the dialup network. They must immediately hire staff with the necessary technical background.
3. It is essential that the university invest money in staying current: that is, visible in national networking circles, TCP/IP users group, etc. This will be needed at all layers of the protocol.
4. Experience here and at other institutions shows that we throttle the growth necessary to remain competitive if we try to recover the entire cost of a new technology by chargeback. In particular the infrastructure described in the previous two paragraphs cannot be recovered by chargeback. On the other hand, some charge is necessary to ensure responsible use of the resource by the departments. We will provide further advice in this area.
5. We should get as much experience as possible with LANmark, using it as the immediate mode of access to the supercomputers. This will solve some immediate problems relatively inexpensively and allow us to learn more about traffic management at high speeds.
6. TCP/IP should be the standard for the backbone, with the expectation that we will migrate to ISO/OSI as it is completed.

7. The best method to make progress is continually to be trying several small scale experiments and adopting those which work.

8. The entire fiberoptic backbone should not be terminated and completed in one stage. Rather, it should be brought into operation as users need it, starting with the connections to the supercomputer. This will avoid having the network become obsolete before it is fully used. There should be enough central money in reserve so that finances are not a bottleneck to expansion.

9. We should experiment with FDDI as it becomes available and implement it gradually.

10. We recommend the following scenario for developing and improving the high speed backbone:

- a. For now, use LANmark as the primary supercomputer access.
- b. Purchase new modems and have Telecommunications install them on a ring. MSI maintains a gateway to the new network.
- c. Telecommunications hire one or two experts in this area.
- d. As this is tested, transfer supercomputer users to the new network.
- e. When the new network is stable, allow new users on it as they demonstrate that LANmark does not meet their needs.
- f. Experiment with a backbone such as FDDI when it becomes available. Recycle to d.

10. Supercomputer users should not be charged the full cost of access to the supercomputers on the new fiberoptic backbone. After July 1, 1988, some a partial cost recovery should be charged. The amount will become clearer when we have completed our analysis of charging.

11. Telecommunications should provide connections into buildings. Departments should have the option of providing their own within-building network or contracting with Telecommunications to provide it. In the latter case Telecommunications should certify certain specific bridging

equipment as suitable for use on the backbone. It will limit its support to certified equipment.

12. There must be a very strong and active advisory committee to help Telecommunications stay current and responsive to users' needs.

The following areas still need work by the committee:

1. Management of the middle and upper layers of the protocols.
2. User services
3. Electronic mail
4. External networks
5. Experimentation
6. Charging policies

Report of Ad Hoc Preplanning Committee for Renovation of JOML

This extensive report is available in Vice President Clint Hewitt's Office.

PARTIAL LIST OF OFFICE OF PHYSICAL PLANNING REPORTS

◦ Pre-Program and Program Informational Packet	February, 1987
◦ Handicapped Parking Study, Twin Cities Campus	February, 1986
◦ Twin Cities Campus Information System	November, 1985
◦ Twin Cities Campus Long Range Parking Study	October, 1985
◦ Campus Information Signing Proposal and Budget	March, 1985
◦ Recreational Sports Facilities, Twin Cities	January, 1985
◦ I.T. Master Facilities Plan 1984-1994	
◦ Building Project Management Manual	October, 1984
◦ Building Official's Procedural Manual	August, 1985
◦ Twin Cities Campus Long Range Parking Study (Policy Discussions)	July, 1984
◦ Health Science Parking Study, Twin Cities Campus	September, 1983
◦ Tree Census (Survey) for Minneapolis Campus	updated yearly
◦ Tree Census (Survey) for St. Paul Campus	updated yearly
◦ Progress Report on Planning	updated yearly
◦ Renewal Plan for Selected East Bank Facilities, Minneapolis - Also Appendix (Dec. 1982)	December, 1982
◦ Northeast Quadrant Land Use Study	December, 1982
◦ Coordinate Campus Sports Facilities Study	March 31, 1981
◦ Lake Itasca Tactical Study Planning Process	October, 1979
◦ Mississippi River Corridor Critical Area Addendum to Minneapolis Campus L.R.D.P.	September, 1979
◦ Duluth Long Range Development Plan	December, 1978
◦ University Area Short Range Transportation Program Summary Report	July, 1978
◦ Analysis of Traffic Congestion at Church Street and Washington Avenue	November, 1977
◦ Recreational Sports Facilities Study, Twin Cities	October, 1977
◦ Tree Survey, Univ. of Minn. Golf Course, St. Paul	August, 1977
◦ Signage and Graphics Standardization Program	March, 1977
◦ Rosemount Long Range Planning Framework	February, 1977
◦ St. Paul Landscape Improvement Proposals	January, 1977
◦ University Area Short Range Transportation Program	January, 1977
◦ Shoreview Property Site Analysis	January, 1977
◦ University Land Holdings Inventory	August, 1976
◦ College of Veterinary Medicine Facilities Study	June, 1976
◦ Landscape Planting Report, Twin Cities Campus	May, 1976
◦ UMD Parking Study	May, 1976
◦ Architectural Barriers Survey (Handicapped Accessi- bility Survey)	January, 1976
◦ Minneapolis Campus Long Range Development Plan Planning Framework	January, 1976
◦ UMD Central Entrance Concept Plan (BRW)	March, 1975
◦ Transportation Inventory, Minneapolis, LRDP (BRW)	February, 1975
◦ Metropolitan Land Inventory	July, 1974
◦ Tactical Report 1, Minneapolis Campus LRDP (outline of the Planning Process)	June, 1974
◦ Northern States Power, Lauderdale Property, Planning Profile	March, 1974

◦ Duluth Facilities Utilization Study - LRDP	March, 1974
◦ Inventory of Physical Facilities, Minneapolis Campus LRDP	February, 1974
◦ U of M Land Inventory for Seven County Metro Area	November, 1973
◦ Rosemount Tactical Study	September, 1973
◦ Long range Development Plan for Duluth Campus (Master Plan) Report 4	May, 1973
◦ Shoreview Property Profile	January, 1973
◦ Historic Buildings Inventory, St. Paul	August, 1972
◦ Building Space Inventory, Master Plan, Duluth (Report 2a)	May, 1972
◦ St. Paul Long Range Development Plan	May, 1972
◦ UMD Planning Base Inventory, Report 2	April, 1972
◦ Tactical Report, UMD Master Plan	March, 1972
◦ Express Bus System, Ridership Reports	1972-1974
◦ Bicycle Circulation and Parking Study	October, 1971
◦ Transportation Inventory for St. Paul (BRW)	May, 1971
◦ Summary Planning Base Inventory, St. Paul Campus	
◦ UMD Analysis of Department Space Requirements/ Proposal for Space Allocation for Selected Departments	1971/1972
◦ St. Paul Campus Tactical Study	September, 1970
◦ Report of the President's Committee on Housing and and Related Space	December, 1969
◦ Support Services Deferred Maintenance Costs and Capital Expense	
◦ U/M Standards and Procedures for Construction	July, 1985
◦ Engineering & Architecture Annual Reports since 1978-79 Fiscal Year	August, 1982
◦ Potable Water Supply for Residents Adjacent to Rosemount Research Center	
◦ Structural Maintenance Program for Parking Ramp B	February, 1986
◦ Update Structural Maintenance Program for Parking Ramp B	January, 1982
◦ Creek Erosion Analysis at Glensheen, Duluth	
◦ Rosemount Research Center Foundation Study	September, 1984
◦ Energy Source Evaluation for Space Heating and Domestic Water System, Commonwealth Terrace	September, 1980
◦ Replacement of Existing Well Water Cooling System at Administrative Service Center	February 1975
◦ Laundry Water Recycling & Heat Recovery at Central Laundry	
◦ Central Fumehood Exhaust System, 1st and 2nd Floor Research Labs, Diehl Hall	March, 1987
◦ Central Fumehood Exhaust System, Mayo Bldg.	December, 1982
◦ Air Conditioning Systems for Health Sciences Bldgs.	
◦ Basic Electric Service Systems for Health Sciences Bldgs.	August, 1979
◦ Exterior Lighting Systems, TC Campus	March, 1984
◦ Upgrade of Emergency Electrical Power Systems, U/M Hospitals	March, 1984
◦ Assessment of Transformers Containing PCBs, U/M Facilities	January, 1985
◦ PCB Control Plan, U/M	
◦ Feasibility Study & Cost Estimate for Converting Grainery Farm in Owatonna to Conference Center for	1971
	1980
	1978
	1984
	1984

To: David Hamilton
From: Judith Bennett
Re: Civil Service Leaves, and salaries

PROBLEMS

The following problems were presented to the FDC Committee:

1. On occasion, when civil service staff have retired, two to three months or more of vacation/leave time have accrued. In some cases departments have been unable to fill vacant positions until they have paid the accumulated leave.

2. Civil service staff who are long time University employees are sometimes entitled to as much as 2 months of vacation in a year. There are units where problems occur because there are no funds to provide replacements during the time the employee is on leave.

3. When civil service employees change departments they carry their accumulated leave time with them. This can create budgetary problems for the sending, or receiving departments.

3. Grant requests contain salary estimates for civil service employees. In some cases when grants are awarded, the responsible faculty member finds out that the pay scale for the civil service category in the grant has been changed. There may not be enough money available to pay a full time employee as had been planned.

POLICIES

Civil Service policies, both leaves and compensation, are closely tied to current state employee policies, and Union negotiations. Changing anything in this system is not simply an internal U of Minn problem.

Civil Service Leave Time

The rules under which the Civil Service accumulate leave are described in an official civil service rule book. Leave time is accrued, as is sick leave. In the present system sick leave is converted to vacation leave after a maximum amount of sick leave has accumulated. "The maximum amount of accumulated vacation leave may not exceed the amount of vacation time that can be earned within 2 work years." This can be as much as 83 1/2 days.

After 21-25 years of service a supervisory employee, who has accumulated 800 hours of sick leave, can be eligible for 38 1/2 vacation days a year. An employee with 30 years of service can be eligible for 41 3/4 vacation days a year.

Civil service leave policies are more generous than those in private industry. They have been in existence for over ten years. The retirement system is not as generous as the faculty system. The current federal requirement that 2 different systems cannot exist may reopen the entire fringe benefit question for both faculty and civil service. David Swanson is monitoring this issue which may have very wide ranging consequences.

Salary policies.

Civil service salaries are determined in part by the agreements reached between the state and the 2 largest Unions representing state employees. Following Union negotiations the legislature allocates money to the University. The Personnel Department of the University works within the state allocation, and in practice follows the union agreements that were reached. A salary plan is proposed and sent to the Regents for approval.

Until a few years ago, salary ranges within classifications followed what the marketplace indicated. At present this is not the case. Several years ago the State Legislature instructed the University to arrange for pay equity. As a result, a number of positions had salary changes. Grants that were applied for before pay equity was instituted were affected. However, there was no way to predict what the legislature did, and plan for it. The problem presented to the committee should no longer exist. The Research office has been advising principal investigators to build in adjustments for salary changes. The amounts built in are based on educated guesses, because no one can predict what the legislature will do.

University salary scales are based on internal determinations, rather than outside market conditions, because the market, in many cases, has salary scales which discriminate by sex. The University is trying to avoid sex discrimination in salaries.

This information came from John Erickson, and John Loza in Personnel, and from the book of Civil Service Rules.